Projecting a better image

I wonder what, if anything, the DES is going to do about the devastating fall in applications for teacher training places. Although some publicity has been given to the overall drop, I attended a meeting where we were given the very latest figures for all subjects.

Most damning of all is the position in maths and science. Last year by May there had been 4,347 postgraduate applicants. The figure this year is 3,235, a drop of over a quarter. What is worse is that the present cohort of 21 and 22-year-olds is one of the largest since the war, representing the baby boom of the mid-1960s. When in a few years the numbers of 18 to 22-year-olds fall like a stone, there will be an insuperable problem recruiting teachers for schools. One in five or even one in four of all the higher education output will need to enter teaching if schools are to be staffed properly. It will not be achieved.

The two most influential factors, poor salaries and low morale, are well known to students. The present postgraduate group in my own university, some of the best people of their generation, walked around the campus looking pole-axed last week. Having recently returned from teaching practice and seen the degree of demoralization in staffrooms at first hand, they had just heard a talk on salaries and conditions of service and realized they would have the princely sum of £85 per week take-home pay in September, less than many have earned selling ice cream in the vacation.

The DES will probably have to produce a new recruiting film. I know they have already done a "Come-Back-Married-Women-All-Is-Forgiven" or "It's a Great Life in the Primary School" spectacular which I have not yet seen, but which, I like to fantasize, probably begins MGM style with Sir Monty Python putting his head through a paper hoop and snarling, followed by Dimbo Dunn swinging through primary classrooms dressed in a leotard. It would be an even greater life if young teachers did not have to face years of relative poverty compared with many of their fellow graduates. At present only the totally dedicated are coming forward.

An earful of marshmallow

I have never had much time for bureaucracies, and even less patience when I have had to phone one. You feel such a wally saying "Hello, is that the DES?" It always reminds me of that memorable moment in the *Goon Show* when Spike Milligan sailed up the Thames and said, "Hands up England".

Moreover, it seems to be my misfortune instead of being connected to one of the many capable and informative people I know who work at the DES, to be put on to some monumental cretin who pours out officialese like the Speaking Clock: "At the third stroke I shall talk utter piffle – pip, pip, pip". One has great sympathy with G K Chesterton who mocked the whole genre by concluding any reply to the Inland Revenue with, "You remain, sir, my obedient servant".

On this occasion a query which should have been innocuous was made complex and problematic by the talking parrot on the other end of the line. "A number of factors will be taken into account, drone, drone, and it is by no means certain, drivel, drivel, when decisions have been taken, garbage, garbage, you will know the Department's position, blah, blah". Of course I know the Department's position, little sunbeam. The Department, like most large bureaucracies, has more positions than the *Kama Sutra*, so it hires marshmallows like you to make meaningless noises to punters like me, squish, squish.

My Exeter colleague Professor Richard Pring has just had a similar experience. Back in January he ran a course on technical and pre-vocational education for teachers. Months later, in mid-May, he has received a letter from the DES giving approval for the course to go ahead. Supposing he hadn't got approval for the course, we speculated. Would he have had to rush round schools telling teachers to forget everything they had learned?

Think of the thrill of knowing that you were in possession of illicit knowledge that had not been approved by the DES. You would remember it forever.

Who needs Dallas?

Out of favour: outgoing education chairman Ted Pinney.

Teachers in the South West are waiting eagerly to see what will happen now that the politicians in the various hung councils are firming up their alliances. In Devon there is some hope that a new education committee will be less hawkish towards teachers. Although the outgoing Conservative administration did give a high priority to protecting teachers' jobs, the level of resourcing in schools was miserable, with shared textbooks and equipment commonplace.

What worried teachers far more, however, was the repressive style of the previous committee. Heads were carpeted if they wrote to the press from their school address, teachers were banned from wearing CND badges, an election ruse which rebounded badly, and teachers who signed a petition were investigated. It was highly sinister and many middle-of-the-road Devonians did not like it.

Most hilarious of all was the sight of the outgoing Conservatives, unable to believe they had lost control, trying frantically to do a deal first with the Liberal/SDP Alliance and then with Labour. There must have been a roaring trade amongst theatrical shops in false beards and dark glasses. At 7.30pm one night the Conservative leader and deputy were seen toddling obediently behind the lady who heads the Labour group, only to skulk out about an hour later with no deal and no power. The reason I see all these events is because both the Liberal and Labour leaders work in the same department as me and watching developments beats *Dallas* any day of the week.

Fawlty food

It is nice to end the week in a comfortable hotel.

Mostly, on the pathetic allowances our university permits, I have to stay in the kind of dump that gets the maximum 5 Rennies for cuisine and 3 spittoons for ambience, but once in a rare while, if I talk at a conference or do a broadcast, some kind soul puts me up at the sort of hotel where scruffs like me are normally only permitted to press our noses against the window. So it is a pleasure to be served a decently cooked breakfast.

In the fleshpits I normally frequent, congealed bacon and mirror-finish plastic fried eggs are standard, and are invariably served by YTS waiters.

How do I know? Because after the bacon and eggs they bring you the grapefruit segments.

Gift horses

That teacher trainers should themselves do a bit of teaching has always seemed self-evident to me, but, as a fully-paid up masochist, I always try to take on at least one assignment which is a total bummer. That way you learn to empathize with teachers or students who are up against it. My current loser is to work whenever I can in a social priority school with a class of six-year-olds which includes a couple of lovely little lads who are very slow learners.

Not that I know too much about the teaching of reading, but I can bluff a bit with the flash cards and some nifty footwork here and there. After about 15 minutes with one boy on the letter h, the vowel combination "ou", the word "house", and lots of drawings, letter tracing and pictures, we triumphantly fetched over the class teacher, on the grounds that any gain, however small, must be reinforced. "Go on, show Mrs Beale the word 'house', go on, point to it," I exulted proudly. He pointed to the word "garden".

One day I gave two of the children a toy cowboy and horse figure as a present for trying so hard. It was a grave mistake. On each subsequent visit, mixing me up, as ever, with their headmistress, they would call out, "Ey, look, Professor Scraggs is 'ere. Have you brought us another cowboy and 'orse?".

This week was peaceful, the children read to me and I eventually came to my two slow learners. Great triumph. By the end of the afternoon one of them could pick out "he", "she" and "we" with unerring accuracy. "Look Mrs Beale, look what he can do now." Obediently he picked them out with great aplomb. Joy all round. Quick furtive look across classroom by anxious six-year-old, and then, in a discreet stage whisper, "Professor Scraggs, now do I get an 'orse?"

Ted Wragg

NOTICEBOARD

PEOPLE...

Mrs Alison Groom, head of the sixth form at Merchant Taylors' school for girls, Crosby, to be head of Helme grammar school for girls, Oldham from September.
Mrs Deidra Kay, deputy head of Bitterne Park school, Southampton, to be head of Richards Lodge high school for girls, Wimbledon.
Mrs Barbara Marlow, deputy head at Grey Coat Hospital school ILEA, to be head of Bacon's school, Bermondsey.
Dr Noel Boaden, senior lecturer in the department of sociology, University of Liverpool, has been appointed to the William Roscoe Chair of Continuing Education.
Colin Blott to be director for inservice education at Sunderland Polytechnic's faculty of education.
Mr Chris Senior, associate director, training and development at Sedwick Insurance Brokers, London, to be national coordinator for the 10 regional development PICKUP agents.
Frank Griffiths, senior lecturer in health studies at Teesside Polytechnic, to be NATFHE's new education secretary. In succession to Janey Rees, who has become vice-principal of South West London College.

CONFERENCES...

June 8
Association of African, Caribbean and Asian Academics and the Birmingham Community Relations Council joint seminar on the Swann Report and the Martineau Teachers' Centre, Birmingham. Registration fee – £3. Details: Dr Leslie Sinwadena, Birmingham Community Relations Council, 021-235 4097

June 11
Piloting Achievement: a conference to review approaches in developing records of achievement for personnel and training officers in industry and commerce, local authority education advisers, heads of schools and heads of department in colleges of further education. Details: Education for Industrial Society, Robert Hyde House, 48 Bryanston Square, London W1.

June 18
Standing Committee for the Education and Training of Teachers conference on "Special Education Needs" at the Camden Westminster Teachers Centre, London NW1. Details from SCETT, 4th Floor Hamilton House, Mabledon Place, London WC1H 9BH.

June 20
Council for Education in World Citizenship sixth form conference on Japan Today at the School of Oriental and African Studies, London. Applications by June 7 to CEWC, 15–21 Tudor Street, London EC4Y 0DJ.

COURSES...

June 15
English Speaking Board course for teaching and assessing oral skills in the sixth form, at Ellesmere College Arts Centre, Ellesmere, Shropshire, to demonstrate the ESB Certificate in Spoken English for Higher Education for sixth form students. Details from the Secretary, ESB, 32 Roe Lane, Southport, Merseyside.

June 19–20
Child Assault Prevention Programme workshop on "Preventing Child Sexual Assault" at the Institute of Child Health, 30 Guildford Street, London WC1N 1EH. Speakers include Michele Elliott, Dr Tony Baker and Richard Johnson. Fee £50. Details from CAP, 30 Windsor Court, Moscow Road, London W2 enclosing a stamped addressed envelope.

July 3–5
A two-day programme for psychologists organized by the Spastics Society on "The Special Needs of Children and Adolescents with Physical and Communication Disorders" at Castle Priory College, Wallingford, Oxfordshire. Tuition fee is £43, accommodation £37. Applications as soon as possible to Leslie Gardner, Principal Psychologist, c/o Castle Prior College, Thames Street, Wallingford, Oxon OX10 0HE.

July 5–7
International Stress and Tension Control Society (UK Branch) summer weekend workshop at the University of Leicester. Details from D P Morgan, 21 Stockwell Road, Knighton, Leicester LE2 3PN.

EVENTS...

June 5
"Evaluating the Secondary School" is the title of a talk by Mr D Oakden, chief inspector for Solihull at Beltws comprehensive school, Newport, Gwent at 5.30pm. Details from the deputy head, Mr D Jones, at the school.

June 13
"Working with Bereaved Children" is the title of a lecture to be given by Patricia Goldacre at the Tavistock Centre, Lecture Room 4, 120 Belsize Lane, London NW3 at 7pm organized by the Forum for the Advancement of Educational Therapy. Guests are welcome.

June 20
"Culture and Computers in the Mathematics Classroom" is the inaugural lecture by Celia Hoyles, Professor of Mathematics Education, at the University of London Institute of Education, 20 Bedford Way, London WC1 at 5.30pm. Admission is free and without ticket.

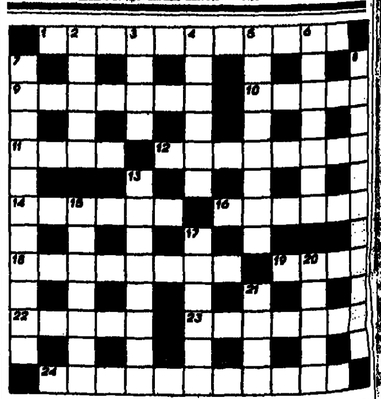
June 22
Tapton School will be celebrating its 25th anniversary. Former staff wishing to attend should contact Mrs Helen Hilton, chairman of the Staffroom Committee, as soon as possible.

July 5
An evening of popular lectures in the Mechanical Engineering Lecture Theatre, Imperial College, London SW7 on "Discovering mathematics with the computer" by Professor R Churchouse at 7.30pm and on "Mathematics and the Law" by Professor D Lindley at 9pm. Admission is free by ticket obtainable in advance from Miss S Oakes, London Mathematical Society, Burlington House, Piccadilly, London W1V 0NL by June 28 enclosing a stamped-addressed envelope.

INFORMATION

Janice Webb is compiling a book of teaching anecdotes relating to classroom incidents, staffroom conversations and so on. Contributions, which will be treated confidentially, should be sent to 57 Canadian Avenue, Hoole, Chester CH2 3HQ.

No 204 CROSSWORD by Rufus



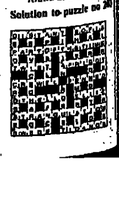
Across

1 Labour leader may give the password (4,7)
9 Complex King of Thebes (7)
10 One of five is unaccountable (5)
11 An act of duplicity? (4)
12 Oil befitted is without mercy (8)
14 Taken out from the Red Sea (6)
16 This house is local (6)
18 A criminal picked up in response to a telephone call (8)
19 School bill returned (4)
22 Tea break about six – good show! (5)
23 Supports inferior goods (7)
24 Capacity of certain chaps in the new team (11)

Down

2 It limits the field to leisure against betting losses (5)
3 Piano compositions played nowadays (4)
4 An even chance the matador will try to avoid (4-2)
5 Be careful, the timekeeper's incorrect (5,5)
6 Philosopher writes new slurs about the Spanish (7)
7 Frozen to the core? (4-7)
8 Deep affection (3-8)
13 Articles about corsets (8) that
15 Attribute makes a writer (7)
17 An exceptionally warm spring (6)
20 Fixing end for a piece of wood (5)
21 The lowest sort of people, but always found at the top (4)

Solution to puzzle on 20



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Newham CEO under renewed pressure to quit

by Mike Durham

Councillors in Newham, London have been invited to submit complaints against their chief education officer, Mr James Pailing, in an attempt to force his resignation.

Mr Pailing, aged 40, has already been offered £25,000 to resign because of what a majority of councillors called a "loss of confidence". But no specific allegations have ever been put to Mr Pailing, who has refused to resign for five months.

Now Mr Fred Jones, new leader of the Labour-controlled council, has written to every councillor asking them to submit complaints in writing and "in the strictest confidence".

The emphasis on secrecy would, it is thought, allow councillors to make any allegations about Mr Pailing's personal conduct without fear of legal action.

Mr Jones says in his letter: "In order to protect members from extraneous legal action I advise that any information transmitted to me should be closely guarded from any person who would not be 'privileged' to see it."

The letter does not state what kind of information or evidence is being asked for.

However, Mr Pailing's supporters believe that his opponents are seeking allegations of a personal nature which would make it easier for them to dismiss him. The main complaint by councillors is believed to be of professional mismanagement, which Mr Pailing denies. This week neither Mr Pailing nor Mr Jones would comment on the development.

Bristol research shows long-term advantages of early education

Findings back case for pre-school

by Sarah Bayliss

Research commissioned by the Department of Education shows conclusively that children who have had some form of pre-school education subsequently achieve higher academic scores than pupils with no pre-school experience.

The evidence, as yet unpublished, reveals that pre-school education in a wide range of playgroups, day nurseries, nursery schools and classes, gives children from all social backgrounds a marked educational advantage up to the age of 10. Children from playgroups did particularly well.

This important finding, which will give the British pre-school lobby the strongest weapon it has ever had, is based on the experiences of a cohort of 14,000 children born in a single week in April 1970.

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Nursery education conference, page 10

A longitudinal study of them at Bristol University found that approximately 70 per cent received at least three months pre-school educaton. (An early place at primary school did not count as pre-school). At the age of five and then at the age of 10 the children's performance in reading, mathematics and general intelligence tests compared favourably with that of the 30 per cent of children with no pre-school experience. Tests will be done later this year on their attainment at 15.

Professor Neville Butler, head of the university's Department of Child Health and director of the project, told *The TES* this week that the results were "extremely encouraging" for Britain's pre-school system. "After allowing for all sorts of social and environmental differences, we find that children who have had a pre-school education do seem to have a significant edge over those who don't."

It was particularly encouraging to see that children from day nurseries were among those with improved academic results at the age of 10. By tradition day nurseries take only the most socially deprived children; places are usually full-time in fairly institutional surroundings.

"What we've seen is that day nurseries offer some sort of stimulation outside the home which gives children an intellectual advantage which they wouldn't otherwise have had."

All forms of pre-school – with the exception of day nurseries – also produced improved behaviour and less hyperactivity in children, but this effect was slight compared with the marked improvement in academic attainment.

Playgroups and independent nursery schools had the most positive influence on children.

Professor Butler pointed out that while 70 per cent of white collar workers' children attended playgroups, 30 per cent of semi-skilled and un-skilled workers' children also attended them, and all groups showed improved attainments. The research team was conscious that it had not been able to account for "good parenting" which may in part explain the success of playgroups, which tend to demand more involvement by parents.

Until now all previous research in Britain on the effects of pre-school education has proved inconclusive.

But in America there has been growing optimism about the effects on very disadvantaged children of a Head Start programme for nursery education known as High/Scope.

Chasing the dragon . . . one of the forms of drug abuse which, after last week's Commons Select Committee report, is receiving serious attention from the Government. ("Recognizing the enemy", page 24)

No let-up on spending curbs despite school decay

by Biddy Passmore

Local authority leaders pleaded with environment ministers last week for greater freedom to spend their own funds on new buildings and major repairs to housing and schools.

Ministers agreed that the present system of controlling capital spending must be changed. But, at the Treasury's insistence, they were unable to promise any immediate let-up in the present tight controls.

The crumbling, vandalized state of England's schools was the most urgent problem to emerge from last week's annual spending survey by Her Majesty's Inspectors.

In unusually outspoken terms, the Inspectors said that years of underspending on repairs and maintenance had produced a "grim environment" for many schoolchildren. Some schools were fast approaching the stage where repairs were impossible and new buildings would have to be provided.

They judged that one in five lessons in secondary schools and one in four special schools was being adversely affected by poor accommodation.

Mrs Frances Morrell, leader of the Inner London Education Authority, said that, along with the Government's Victorian values, HM Inspectorate had revealed the Dickensian conditions that existed in many of the country's schools.

She called for a "massive building programme" and an increase in funds to i.e.a.s to repair the damage.

Condemnation also came from teachers' leaders, who blamed Government spending cuts for the state of school buildings.

But Sir Keith Joseph, the Education Secretary, quoted the recent report by the Audit Commission which suggested that councils should find the money for renovation and repairs through savings in cleaning and caretaking, higher charges for services and further sales of under-used assets.

The report shows that overall provision of resources improved slightly last year but says bluntly that the level is unlikely to permit schools to make changes in the curriculum and raise standards.

Full details page 12.

NAHT opens ranks to deputy heads

by Richard Garner

The 21,000-strong National Association of Head Teachers had decided to follow its main rival – the Secondary Heads Association – in allowing deputy head to join its ranks.

The decision was taken in private session at the NAHT's annual conference in Scarborough this week with the support of the union's leadership.

For years, the NAHT has shied away from allowing deputies to joint its ranks – believing that their greater numbers could lead to them swamping heads in the union.

However, the teacher union recruitment war has hotted up over the last 12 months – and the SHA found its members grew from 3,000 to 4,500 when it took a similar decision last year.

In the NAHT's case, the potential for recruitment is far greater since it recruits from all schools.

However, the decision comes too late to have any impact on the review of teacher representation on the Burnham Committee announced earlier this month by Sir Keith Joseph.

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Fifty years on, Marion Richardson's (right) pioneering work on handwriting is still going strong 20

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TIMES PAST
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False economy and penny-pinching

The HMIs' annual survey of "the effects of l.e.a. expenditure policies on education provision" (page 12) provides another snapshot of an education system with glaring weaknesses, many of them made worse by inadequate funding or the failure to apply existing funds most effectively. For the second time, the Inspectorate have tried to link their observation of the schools' resources to their assessment of the quality of the education they provide. Again they scotch the *canard* that the quality of schooling is wholly determined by non-material factors:

> Complex as the relationship is between levels of resources and quality of work, the fact that there is a link between them is clear. The conditions necessary for work of high quality include more and better resources that, to avoid waste and be most effective, are targeted on agreed priorities and allied with improved leadership and management; a closer match of the initial qualification and experience of teachers with the tasks they are now asked to undertake; and more effective INSET better matched to the needs of schools and teachers. All these cost money and none is cheap.

If you remove the layers of wrapping in which the Inspectors feel obliged to present their findings the facts remain as common sense would lead you to expect: resources by themselves don't guarantee good teaching, but teachers cannot do a decent job without enough resources.

In their rather bland way, they found about a quarter of the schools they had visited came up to the extremely modest definition of "satisfactory" which they use on these occasions. "Satisfactory or better" covers a whole gamut from barely tolerable to superlatively good. If HMI decide for the purpose of this survey that something is unsatisfactory you can depend upon it it's pretty bad.

(Had Her Majesty's Inspectorate been assessing the *Titanic* at the time of the disaster it is a safe bet that their considered judgement would have been that 75 per cent of the ship was satisfactory or better, while 25 per cent was going down by the stern.)

There is nothing in this report, however, to be complacent about. Sir Keith Joseph has tried to wring what satisfaction he can from some "slight improvements in resource provision" but as the schools visited each year are not a proper sample it is not possible to use this survey to measure minor changes from one year to another. Nevertheless, the survey suggests there was a slight improvement in the provision of books, but it also notes that all this is relative, depending on the base-line: "in many schools they have to choose between replacing old stock or equipping themselves with the books needed to introduce necessary new courses." The fact that the cost of educational books is rising faster than the Retail Price Index means that much talk about preserving spending power "in real terms" is misleading.

The most serious indictment is reserved for the "deteriorating quality and appropriateness" of the educational environment. Here HMI echo a recent report of the Audit Commission which spoke of a £500 million back-log of maintenance and repairs.

This gave Sir Keith his ready response: more money for maintenance could be saved from the caretaking budget. The retention in use of some surplus buildings does undoubtedly entail some costs, including costs of caretaking and maintenance, but as everyone (including the Minister) knows, there are intractable political reasons for doubting whether the Audit Commission's advice in this respect is ever going to be fully implemented. And in the meantime, many neglected buildings probably need more caretaking and cleaning, not less.

The survey refers to the replacement value of the buildings – £17.5 billion – and says that some schools are reaching the stage where "repairs are impossible and new buildings may have to be provided." Failing to maintain buildings is such a notorious form of penny-pinching and false economy that there can be nobody in local or central government who defends it on economic grounds. What the Inspectors have done is demonstrate the totally avoidable damage it does to the quality of schooling.

The point needs to be hammered home. It is common ground that the quality of teachers and teaching is of the highest importance. This quality is in part, a matter of morale. Working in decaying conditions, amid peeling paint, under leaking roofs, unable to get defects repaired let alone improvements undertaken, is one of the most widespread complaints from teachers. As time goes by, working in a poor environment becomes more and more depressing and less and less conducive to high morale and the enthusiasm which lights up enthusiasm in others.

There is no escaping the issue of morale. Leadership is only part of the answer. The survey found a disquietingly large number of schools where the leadership was inadequate and there may need to be spring cleaning in more ways than one. But good leadership has to be even better if spirits have to be raised in poor working conditions which betray the evidence of past and present neglect.

Teachers who are seconded to work in industry and commerce frequently (and bitterly) contrast the cleanliness, smartness and comfort of a modern office block with the institutionalized shabbiness of most schools (and, again, remember that many of those recorded by the Inspectors as just "satisfactory" are only satisfactory by the education system's own deplorably low standards). Commerce knows that people work better in a decent environment. So, too, do educational administrators and their elected masters. But the perennial attempt to get education on the cheap continues, at the expense of underpaid teachers who are expected to work in varying gradations of genteel squalor.

COMMENT

Eng Lit in crisis

What role should literary criticism have in British secondary education? Twenty years ago the answer would have been obvious – a central one. From humble origins as a second-rate substitute for classics, English Literature had risen to become the key arts subject, the humane discipline at the heart of non-scientific sixth form life.

Today the question begins to look rather more difficult. On the one hand we have seen the advent of the English Language and Literature A level, with its implication that Business English rather than Literary English is what the modern school leaver needs. On the other, as Nicholas Shrimpton explains on pages 22-23, English literary criticism is itself in the throes of a painful debate about its role and status.

One response to this "crisis in criticism" is, of course, to greet it as a sign of the subject's vitality. Just when the assumptions and procedures established by the Cambridge English School of the 1920s began to seem wearisome or worn out, new schools of thought have risen to question and replace them. Scrutineers are giving place to deconstructors. A new generation of English teachers will emerge from the universities to spread a new kind of literary enthusiasm.

The trouble with this optimistic scenario is that it assumes the new New Criticism to be of the same tone and temper as the old. The theory prompted by T S Eliot, formulated by I A Richards, and disseminated with charismatic vigour by F R Leavis, was positive, self confident and clear. It not only knew what you should do with literature (close reading, the tracing of tradition, a common pursuit of true judgement), but also had firm views on why doing such things was so important.

The new knight lacks almost all of these positive characteristics. At best it is self-doubting, relativist and technically severe. At worst it is downright "academic" and obscurantist. Within universities it may help to reassure English dons nervous about the intellectual rigour and professional status of their subject. But it is scarcely a missionary creed. Without the clarity and moral confidence which carried Leavis's brand of literary criticism into the classrooms of the nation, will it ever reach out beyond the universities?

It is tempting to add "without an F R Leavis". His views may now seem eccentric, dated or theoretically incoherent. But it is impossible to deny his inspirational effect on generations of remarkable school teachers. Like any other form of literary criticism, post-structuralist analysis is only as exciting as the critic who conducts it. With the old certainties gone, and with no post-structuralist Leavis available to shape the new breed of committed teachers, English Literature in the sixth form could be in danger of losing its way.

Chance for the Lords

When the universally unloved Education (Corporal Punishment) Bill reaches its crucial Committee stage in the House of Lords on Tuesday (page 10) the Government's credibility will again be put to the test in the face of their Lordships' lively and independent-minded scepticism.

This is not like the London Bill or the rate-capping legislation – bad law which everyone recognizes to be of the first importance. This is just "silly" (Lord Stewart), "dotty . . . the dottiest bill that I can recall in 35 years in Parliament" (Lord Houghton). The matter in question is not, let's face it, the most important to come before either House of Parliament. It is not, as Lord Mulley recognized, "a terribly important Bill". But this is not, in itself, a reason why their sensible Lordships should be expected to collude in a barmy Bill which would never have got through the House of Commons if the whips had not persuaded Conservative back-benchers briefly to suspend their disbelief for the sake of a quiet life.

The crux of the Bill is the provision for two classes of pupils – one subject to corporal punishment, the other not – existing side by side in schools where the cane continues to be used.

Opinions in the House of Lords, as elsewhere, on the rights and wrongs of corporal punishment differ; but on the rights and wrongs of a system which might require two children in the same class, guilty of the same offence, to be punished differently, there is very little difference of opinion. It is manifestly ridiculous. When she introduced the Bill, Lady Cox, like Sir Keith Joseph, bravely swept this to one side in the confidence that sensible and fair-minded teachers would do their best to see that no flagrant injustice was done. So they would. But in so doing they would be nullifying a law in which unfairness is not an incidental, but an essential, element.

Another absurd anomaly concerns Scotland, which is also brought under this Bill, although corporal punishment is being phased out there with the Secretary of State's encouragement. In Scotland the decision on whether 16 and 17-year-olds are to be subject to the mwse (or whatever) will rest with the 16 and 17-year-olds themselves: in England, it will be taken by their parents. No amount of specious talk about the differences between Scots and English law and practice can justify this anomaly. If this crazy Bill is to go through at all, the least their Lordships can do is to give English and Welsh 16 and 17-year-olds the same treatment as the Scots. (They might also insert a clause requiring any 16 or 17-year-old who volunteers for corporal punishment to undergo psychiatric treatment).

What is needed from their Lordships, however, is not a bit of tinkering but an old-fashioned wrecking amendement which will kill the Bill and force the Government to take the responsibility for the ending of corporal punishment in schools, which in its muddled and barely honest way this Bill tries to shuffle off to others.

Meanwhile, the list of l.e.a.s planning to ban the cane is growing. The present Bill has no friends among the teachers' unions, all of which would prefer the end of corporal punishment to its continuation on these terms. And if governors' powers on discipline policy are to be increased in the legislation outlined in *Better Schools*, it must be likely that the schools, themselves, will renounce the clumsy procedures now before Parliament. Let their Lordships give the Bill its *quietus*.

Pre-school —it works!

It is notoriously difficult to bring education research to bear on the making of educational policy. In their honest but tiresome way, the researchers, complicate, apparently simple questions. They demand empirical proof that common sense prescriptions work. As a result, we know a lot more about what doesn't work than what does.

This week, however, there is news from Bristol (page 10) which seems to provide the best support yet for pre-school provision of all kinds. Professor Neville Butler and his collegues have been following through a large cohort of children born in 1970.

The analysis of the results show conclusively that children who had three months or more experience in a playgroup, nursery school or class, or day nursery, performed better in school at five and at ten, than those who had not. The researchers promise that when this is published it will provide the firm evidence which the pre-school movement has so long awaited. (American research on Head Start has also now provided a solid case for the universl provision of kindergarten and this is figuring in many US educational reform proposals.)

It is not, of course, lack of research but lack of money which has held back the pre-school movment. As long ago as 1972, Mrs Thatcher mapped out an ambitious programme. But it is Sir Keith Joseph who now carries the banner for quality and standards. If it is now proved that an expansion of pre-school provision holds a reliable key to better educational performance, his own self-respect demands that he should do more about it than is promised in *Better Schools*.

ooo no comment

(The boy's parents) said (he) was suspended after a series of incidents at the school in which he squirted sodium hydroxide in a pupil's face, used a chisel on a girl's hand and melted plastic beakers on a stove.

The suspension angered (the parents), who claim it was excessive and unjust. They say they have spoken to people involved in the incidents and have been assured that (their son) was not acting with malice.

Oxford Mail, *May 22, 1985.*

NEWS

For. . .Margot Norman and Mark Carlisle

Biddy Passmore on the egalitarianism debate at the Oxford Union

Well matched but unequal

Against. . .Giles Radice and John Pardoe

Last week's Oxford Union debate on the motion "that egalitarian ideals have no place in education" gave rise to a strange line-up of guest speakers.

For the motion, Miss Margot Norman, the *Daily Telegraph's* glamorous education correspondent, and Mr Mark Carlisle, the former Education Secretary, made a fairly well-matched ideological pair. Both spoke up for meritocracy and inveighed against mixed ability classes, calling in aid the latest HMI spending survey. Equality of opportunity was in, dreary old uniformity out.

But things were more confused on the other side of the chamber. Mr Giles Radice, Labour's education spokesman (without a dinner jacket, you will be relieved to hear) was lined up against the motion with Lady Warnock, mistress of Girton College Cambridge and Mr John Pardoe, former Liberal MP and now director of Sight and Sound, the secretarial skills agency that further education colleges love to hate.

Mr Pardoe, always a forceful speaker, launched a thundering attack on the whole "bureaucratised, compulsory state education system" which turned out after 11 years the educational failures he encountered on the Youth Training Scheme. Did they need more schooling? Heaven help us, no. The only way to produce greater variety and more demanding consumers lay in vouchers. Egilitarianism à la Pardoe lay in "an explosion of the market".

Mr Radice looked deeply uncomfortable during this speech. But there was worse to come. Lady Warnock dismissed the notion that equality meant identity and argued that egalitarianism meant giving an equal chance to everyone, including the handicapped and women. But Mr Iain Morley, an undergraduate from Lady Margaret Hall discovered a skeleton in her cupboard. He discovered a remark from one of her books that egalitarians *did* want everyone to be exactly alike and that egalitarianism was not, therefore, to be taken seriously.

No matter that she had been quoted out of context: the damage was done. When Mr Radice came to sum up, he put a brave face on it. And indeed nearly convinced them. The vote was close, the motion being carried by 233 votes to 203.

Unions pledge tougher tactics as pay talks fail

by Richard Garner

Strike action by teachers will be intensified when they return from the half-term break next Monday – with the prospect of disruption continuing throughout the summer term and resuming next autumn.

Leaders of the National Union of Teachers are likely to concentrate on schools in the constituencies of Conservative MPs with a narrow majority – and withdraw the strike exemption given to local education authorities that have pledged support for the teachers' case for a bigger pay increase.

The tactics of picking on "politically sensitive" areas for strike action – agreed by the NUT's annual conference at Easter – has already earned the union the condemnation of a former Education Secretary, Mr Mark Carlisle, MP for Runcorn in Cheshire.

Mr Carlisle told the House of Commons that four schools in his constituency – three of them primary – had been called out on strike solely because they were represented in Parliament by a former Education Secretary.

He asked Sir Keith Joseph, the Education Secretary, to agree with him that the "one can have no possible respect for the leadership of a union which attempts to justify its behaviour on such a spurious ground?"

However, Mr Martin Flannery, Labour MP for Hillsborough and an NUT member himself, said teachers were the "most moderate group of people and are struggling for a living wage".

Meanwhile the National Association of School Masters/Union of Women Teachers said this week it would call a halt to exempting local authorities from strike action.

Mr Nigel De Gruchy, its deputy general secretary, said a report of a meeting of the Association of County Councils' executive showed that four councils which had been granted "no-strike" deals had opposed a move to press MPs to release more government cash to settle the dispute.

Mr De Gruchy said his union's action committee would be "very interested" in how representatives of the four – Buckinghamshire, North Yorkshire, Kent and Essex – had voted when it met next week.

He said his union had recently reached agreement with three of them and that the fourth, Buckinghamshire, had been heralded as a breakthrough by the National Union of Teachers when it had become the first Conservative authority to support the teachers' case.

"It just shows these statements are not worth the paper they are printed on" he said. "We have no intention of doing any more exemptions."

The unions' warning of increased action came after seven hours of talks in the Burnham Committee, which negotiates teachers' pay, last Thursday had proved fruitless.

Despite a warning from Mr Fred Jarvis, NUT general secretary and leader of the teachers' side in negotiations, that an offer of between 4 and 5 per cent or 5 and 6 per cent would be "out of court" at the previous meeting, the local authorities found they could not raise the offer beyond 5 per cent and a reference to arbitration.

The end result was that the National Association of Schoolmasters/Union of Women Teachers joined with the NUT in threatening increased industrial action.

Mr Fred Smithies, general secretary of the NAS/UWT, said that – although "all disputes comes to an end some time" – he could not see any prospect of this dispute ending. His union is extending selective strike action to five new areas next week.

"The question of end-loading the settlement (whereby teachers received a phased deal giving them a higher settlement by the end of the year) seemed a very helpful means of resolving the dispute," he added.

"However, the local authorities were formally advised that if such a deal was agreed, then no account of the higher end figure would be taken for the purposes of the rate support grant next year to authorities from the government."

Even the traditionally moderate Assistant Masters and Mistresses Association warned that it would be having an emergency meeting next Tuesday – when a ballot on strike action would be on the agenda.

In the end, it was the Government's insistence that no extra cash could be found for this year's pay settlement and the insistence by representatives of the Department of Education and Science that five per cent – which they had used their 15 votes on the management panel to vote against – should be the final offer which made the Association of County Councils (the dominant voice on the management side) refuse to increase the offer beyond that.

At least three times during the afternoon, the Labour-led Association of Metropolitan Authorities were close to walking out of the meeting because of their frustration at the lack of progress.

At the end of the day, Mr Philip Merridale, leader of the management side, expressed his "sadness" at the teachers' rejection of five per cent plus arbitration but said that – if the authorities had offered any more – they would have found themselves incapable of paying the teachers their wages.

The only glimmer of light lies with the annual meeting of the ACC on June 19 – when the outcome of the county council elections could mean that the Conservatives lose their majority on the management side of negotiations.

Dim prospects for contract deal

The chances of agreement of a new contract for teachers by the October deadline set by Sir Keith Joseph, the Education Secretary, appeared remote this week following the breakdown in talks over this year's pay claim.

Sir Keith won approval from the Cabinet for extra finance amounting to about 2.5 per cent extra on the teachers' salaries bill to increase teachers' pay next year if they could agree a new contract in time for the announcement of next year's rate support grant settlement.

His intervention – just two days before the crucial Burnham meeting to discuss this year's pay claim – was condemned by local education authority spokesman and teachers' leaders alike as "unhelpful".

The local authorities were particularly peeved that he took many of the elements which were on offer in their conditions package of last November and presented them as his own ideas.

The teachers' union, for their part, were unanimous for one of the few times in this dispute in believing that extra pay had to be forthcoming to settle this year's claim before Sir Keith's vision of a new contract could be negotiated.

Any chance of serious negotiation on the contract remains remote at present.

The situation could change when Burnham is reconstituted after Sir Keith's review of teacher representation which is expected to end the NUT's absolute majority.

But this is unlikely to take place before the end of the year – after the deadline Sir Keith has set.

Meanwhile, it become clear that – while the NUT and other unions recognize that Sir Keith's package offers some concessions – there are still controversial elements to it.

One NUT negotiator singled out a clause on the curriculum and examinations as the most controversial aspect.

It says that teachers should have a contractual commitment to the preparation and development of courses of study and teaching materials in response to the change in public examinations and assessment procedures – which he saw as a contractual commitment to writing pupil profiles.

Other union negotiators pointed out that the clause on covering for absent colleagues was less specific than the one originally tabled by the local authorities.

Poly granted reprieve

Only the Polytechnic of North London has been recommended for a definite reprieve in the first round of discussions on the National Advisory Body's teacher training closure list.

The door has been left ajar for the College of St Mark and St John to escape if other voluntary colleges offer sufficient places to enable it to survive. But NAB officers' proposals that Hertfordshire and North Riding colleges and Portsmouth Polytechnic should cease initial teacher training were accepted.

The NAB's teacher education group has made only marginal changes to the officers' recommendations to accommodate PNL, which was given credit for its access course and specialization in provision for ethnic minorities. But revised proposals will be put to the NAB board on June 10.

However, the centre's review of and introducing selective funding for teacher training has been thrown into confusion by the reluctance of both the NAB and University Grants Committee to accept the long-term recruitment targets set by Sir Keith Joseph, Secretary of State for Education.

The NAB committee, in its first discussion of the targets set for the public sector, left open the possibility of distributing places only for 1986, making subsequent allocations provisional.

The UGC education sub committee also failed this week to allocate teacher training places beyond 1986 after universities refused to accept planned increases after that date on the grounds of insufficient resources.

The university departments of education's refusal to commit themselves to increase teacher training beyond 1986 is entirely due to Government policies asking for a two per cent per annum reduction in their income research in *THES*.

'Take talks out of Burnham'

College lecturers' pay negotiations could be taken out of Burnham if their union and the local authorities can get the Government to agree. They want to transfer the negotiations to the National Joint Industrial Council which already handles conditions of service.

Such a move, which would mean that the DES would play no part in the negotiations, would require legislation to repeal or amend the Remuneration of Teachers Act.

The impatience of the Association of Metropolitan Authorities with the Burnham system was voiced at the weekend by Mr Steve Byers, a leading member of its education committee. He told a fringe meeting at the NATFHE conference in Plymuth that it was clear that a settlement on FE pay could only be achieved outside Burnham.

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Professor Bill Wallace (left) argues that the dismissal of the Advisory Committee on the Supply and Education of Teachers has ended a crucial dialogue between the Government and a wide range of bodies committed to the maintenance and improvement of primary and secondary education.

Paying the price of rebellion

Young recruits to teaching are not coming forward in the numbers they need to, and used to.

In the beginning, everyone thought that the new Advisory Committee on the Supply and Education of Teachers was a good idea. In September 1980, the then deputy head, Lady Young, welcomed us to Elizabeth House, telling us that she was looking forward to receiving our advice. But four years and seven months later, the present head has thanked us – and sent us all home.

In his little farewell speech, Sir Keith Joseph did remind us how much good advice we had given and how much of it he had accepted. But although there was a chance for some of us to talk with him briefly over lunch, the committee was given no opportunity, formally and together, to tell him how much we regret being dismissed.

Why expel us? Perhaps this is too strong a word and stems from my own behaviour as the author of several one-man expressions of disagreement or dissent along the way. In any case, my first objection was partly met. Lady Young read us a lesson on the need for a reduction in educational spending, and she rejoiced that the fall in school rolls would make it easier. In their first advisory statement about numbers, in August 1981, the rest of the committee went along with this, but by May 1982 they too came round to the view that there was less slack in the system than they and she had imagined and, more important, that for broad educational and social reasons it was one of the functions of ACSET to give advice on improving the supply and education of teachers, if necessary even by means of additional funds.

Since then, ACSET has in fact suggested several enhancements, most notably directed towards improving the quality of teacher training and extending in-service education. Indeed, as one official put it, the committee is now a victim of its own success. It has done so much so quickly that the DES needs a couple of years without it in order to elaborate and implement its recommendations.

Nevertheless, while ACSET has been very active over a wide range of topics, from specific teacher shortages to special training courses, there is a great deal that it has not yet got round to – considering nursery education and examining the lengthening of teacher training are only two examples. It has only recently begun to tackle the further education sector; and somewhere out there in the so-called real world, there was much for it to do still in the messy area of 16 to 18-year-old education.

What ACSET did after its first hesitant year it certainly accomplished with a great deal of skill and understanding on the part of all its members and of the civil servants involved. But much less of its advice was accepted than was implied during its final rites.

Its suggested target for primary training was reduced, a result that heralds a crisis at the turn of the 1980s and 1990s. The secondary training base will be inadequate for the expansion required of it in the 1990s. Indeed, the

Sir Keith Joseph has promised to consider convening a successor committee in about two years' time. He ought to do so sooner.

thread running through most of the official responses to ACSET has been that more must be done with less. Its advice on improving teacher training has been welcomed without a single extra penny being thrown in, and its proposals on in-service training with no more than a token sum, which may well not be new money.

There is an inevitable suspicion that ACSET could be an embarrassment if it remained in being and kept monitoring progress and enquiring after resources. Put another way – and perhaps too dramatically – ACSET started off facilitating Lady Young's economy proposals, but rebelled. It began thinking seriously and effectively for itself and putting the case, however diplomatically, for additional public expenditure. So it was time to get rid of it.

And one of the saddest things about this is precisely how it lowers the quality of the education that Ministers allege they wish to raise. The attack on public expenditure becomes in the end an attack on the public servants. It is little wonder that, as ACSET was told at its last meeting, young recruits to teaching are not coming forward in the numbers they need to, and used to.

Of course, the committee was only advisory and could not expect Ministers, faced with all the pressures of governing the country, to accept its every wish. On the other hand, there has been more than a hint that it was at least subconsciously expected to provide palatable advice.

In 1983 its deliberations on initial training were largely pre-empted by the sudden publication in March of a White Paper on *Teaching Quality*; and the Department's response to its subsequent advice was in many cases a subtle extension or amendment, as in strengthening the role of HMIs, for instance. Interestingly enough, even the new committee then established to accredit teacher education (CATE) was formally expected (or it was, after some prodding) to continue to receive advice and proposals from ACSET, but it will no longer be subject to its restraint.

This is an important point. All the members of CATE are appointed by the Secretary of State; in complete contrast with ACSET, none of them are representatives. When this fact was presented to, and, I am sorry to say, supported by ACSET, I spoke against it – again, I am sorry to say, on my own. My main reasons were that such a procedure might produce advice that was more palatable, but unnecessarily more judicious or conducive to improvements, and that it might lead to a loss of confidence among the other parties in the educational enterprise, that is, the employers, the teacher trainers and the teachers. I also suggested that it might eventually be a threat to ACSET itself.

This time I sincerely hope I did not get it entirely right. Certainly, ACSET has gone. This is a tragedy. It comes on top of many other examples of increasing *dirigisme* in education, not least in secondary examinations and school curricula. Specifically, the dismissal of ACSET has ended a crucial dialogue between the Government and a wide range of bodies expertly involved in and deeply committed to the maintenance and improvement of primary and secondary education in Britain. It has also undermined the precious cohesion and confidence of the local education profession.

However, Sir Keith Joseph has promised to consider convening a successor committee in about two years' time. He ought to do so sooner. But when he does, I hope he will prove me wrong in at least one respect by eschewing the technique employed in securing membership of CATE and by bringing together instead a committee including some of his own appointees, but comprising in the *main* of representatives of the other legitimate education interests. Over lunch he listened, however briefly, to this point. I for one trust that, as he reflects upon it between now and then, he will come up with the only reasonable answer. The future of a lot of young people and of the country, will depend upon it.

Professor Wallace is director of the Institute of Soviet and East European Studies of the University of Glasgow and a former president of the Association of University Teachers.

NEWS

Richard Garner reports from the National Association of Head Teachers' conference in Scarborough

Heads' leader calls for new arbitration system

A pendulum system of arbitration for teachers' pay with the adjudicators ruling either in favour of the employers or the union was advocated yesterday by Mr David Hart, general secretary of the National Association of Head Teachers.

In his address to his association's annual conference in Scarborough, he called for a type of "all or nothing" arbitration system up until now only favoured by the non-striking Professional Association of Teachers.

He also criticized Sir Keith Joseph for failing to support moves to alter the existing system of pay bargaining in the Burnham Committee.

"Sir Keith believes that because the Scottish machinery, which incorporates salaries and conditions of service, has failed to prevent strikes this year, we ought to be reluctant to move in that direction," he said.

"This is a totally bankrupt argument which not only ignores the comments of the chairman of Burnham (Sir John Wordie) who supports a merger, but also the fact that until you have a new machinery which is ready, available and in the right condition, you cannot get off first base."

He said that – whilst appreciating there was much to be gained from a "no-strike" deal "because of the appalling track record of Burnham in the last four years" – such a move should be contemplated with caution.

"There is no earthly reason why teachers should give up this right, as suggested by some commentators, without – at the very minimum – a binding independent review body," he added.

"Instead of a no-strike agreement, I would prefer to see any new negotiating body take a leaf out of industry and incorporate the concept of open access pendulum arbitration under the aegis of ACAS (the conciliation and arbitration service)."

Mr Hart said the arbitrator should be given the power to mediate thus encouraging both parties to negotiate "right up until the last minute" before making an arbitral ruling.

He said the new body should allow for headteachers' pay to be negotiated

David Hart . . . pendulum idea

separately and do away with the overall majority of the National Union of Teachers on the union side.

He reserved his harshest criticism for the Government's – and in particular Sir Keith's – allocation of resources for education, claiming that the White Paper *Better Schools* showed the Government was "content to shuffle the deck chairs on the Titanic and be thrown back on a tired and hackneyed reliance on redeployment of resources".

Sir Keith had "totally failed" to carry the profession with him on both salary levels and the resourcing of education.

Falling rolls had meant the loss of some 20,000 promoted posts in primary and secondary schools – with many experienced teachers taking premature retirement. This would have "grave implications" for professional standards, he said.

The only way to combat these problems was through a new pay structure but Sir Keith had seriously damaged any chance of this by "a series of monumentally ill-timed, insensitive and tactically incompetent statements".

"At a stroke he succeeded in shooting his own side in the foot and brought about an element of unity within a totally divided teachers' panel," he added.

Exams hit despite pledge

Industrial action by teachers is affecting this summer's examinations despite union moves to prevent this, heads warned this week.

Mr Ray Biggs, chairman of the union's professional and legal committee, said: "They won't supervise examinations over their free periods, after the school day has ended – or at midday."

Leaders of the NAHT acknowledged variations from authority to authority – but warned of a serious escalation in the dispute when teachers return from the half-term break next week.

The NAHT leadership called on the conference to support an emergency motion warning local education authorities of a further reduction in the present level of service if a settlement to the dispute did not come quickly.

The motion was passed unanimously. An amendment tabled by inner London heads declaring that schools would be closed during the lunchbreak from the beginning of next term if the head considered supervision to be inadequate was heavily defeated.

Mr David Hart, its general secretary, spelt out that heads may be forced to:

- close schools at midday;
- exclude more pupils from classes;
- abandon whatever parents' or staff meetings they are managing to hold at the moment.

Stress takes its toll

An increasing number of headteachers are having heart attacks, ulcers or breakdowns because of the strain of the job, the conference was told.

Mrs Nora White, a headmistress from Doncaster, made this claim while seconding a motion voicing concern about the stress on headteachers because of diminishing education resources and industrial action.

She said that in her authority alone more than a third of the council's 167 headteachers had sought premature retirement since a scheme was introduced five years ago. The number applying had more than doubled this year compared with previous year.

Mrs Elizabeth Paver, also from Doncaster, proposing the motion, said: "For the first time in my nine years as head I am beginning to doubt whether I can carry on with my headship let alone enjoy it."

Mr John Pease, from Berkshire, spoke of some of the initiatives headteachers were now supposed to introduce in their schools – multicultural education; computers; a continuing review of the curriculum; missionary mathematics; staff and development and in-service training.

"Some of the saddest people in education are those who have no option but to stay", he added. "Many fear and expect breakdown point when they will be thrown on the scrap-heap."

The motion, which also called for a national agreement to exclude head teachers from pupil-teacher ratios in all but the smallest primary schools, was overwhelmingly passed.

'Copy-cat' warning over strike action

Teachers are hypocrites if they take industrial action and then condemn their pupils for doing the same said Mr Derek Best, NAHT incoming president.

In his address he told the conference: "The price of strike action by teachers is increasing truancy and strike action by pupils. And it is hypocrisy for teachers involved in sanctions to condemn the action taken by some pupils on Thursday April 26 (when there were walkouts by pupils in protest against unemployment).

He said the strikes meant that "instead of pupils being led towards a greater social awareness, greater commitment and involvement, greater concern for others less fortunate than themselves, they have set before them the example of actions which they will interpret as those of the 'I'm alright, Jack' philosophy, of self interest and materialism dominant over concern for others and over idealism."

He added: "The effect of such an example on the future generation should give us all cause for concern and leaves me convinced that strike action is a complete denial of our professionalism."

The pay dispute was a "battle for the minds of people, a battle in which strike action merely serves to alienate and to undermine our claim to treated as professional people."

Mr Best advocated a "no-strike" deal for teachers – as reported in last week's *TES* – saying: "The danger of permanent damage to the education of pupils and to relationships with staff is constantly increasing and we do have to look very seriously at the idea that teachers should give up the right to strike in return for a professional salary and some machinery, such as a Pay Review Body, to prevent subsequent erosion."

The only way to improve teachers' salaries, he said, was though restructuring deals on both pay and conditions of service.

However, restructuring alone would not solve the problem, he said.

'Four-term' plan endorsed

A radical shake-up of the school year with the introduction of a four-term year could cut down truancy and absenteeism according to a report drawn up by the Association's leaders.

The report, which was endorsed by the conference, says the present three-term system has several disadvantages – notably demands upon teaching staff during long term periods. "The need for fresh and vital teaching is probably now greater than ever" it says.

In addition, the examination system spreads over several weeks – with pupils waiting even longer for their results. "During this waiting period, the time spent in school is not always used to fullest advantage."

A third disadvantage, the report says, is the concentration of general public holidays in late July and August with the resulting traffic jams and lack of holiday accommodation.

The new system, would lead to "more effective pupil and teacher performance, combined with the reduction of stress and absenteeism." Maintenance work to school buildings could also be planned more effectively.

The report adds: "The problems caused to hay fever sufferers would not arise, as the examination and revision periods would be earlier in the school year."

Backing for Bradford race row head

NAHT leaders pledged their support for Mr Ray Honeyford, the Bradford primary head suspended from his job in a row over the council's multiracial education policy.

Mr Derek Best, NAHT president, said: "His right to have a view about these policies must be part of the right of all people in a democratic society."

Mr David Hart, general secretary, said it was a very, very crucial case," adding: "We shall be producing evidence to the effect that he is quite capable of going back into his school."

Mr Honeyford, suspended from his job at Drummond middle school is due to face a school governors' hearing on June 22.

Bonus scheme now in operation

The Cabinet Office denied this week that there was any delay in introducing the Civil Service performance bonus scheme, as reported in *The TES* on May 10.

Mr John Stubbs, the Office's chief information officer, said the scheme, which includes Her Majesty's Inspectors, began, as announced, on April 1 this year. Staff will have the opportunity to earn a bonus for particularly good performance during the year. As a result, it is not likely that payments will be made until later in the current financial year, he said.

The Government has allocated £12 million over the next three years for the scheme. It covers around 20,000 staff of whom up to one in five might benefit, he added.

HE minister denies bias against the humanities

Mr Peter Brooke, junior minister for education, tried last week to undo the damaging impression left by the Government's Green Paper on higher education that ministers care only about science and technology.

Speaking at the annual banquet of the Royal Academy of Arts in London, he stressed that the Green Paper's emphasis on the skilled manpower needs of the economy did not mean that the Government failed to recognize the contribution of the humanities and the arts to the economy.

"Definitions of vocational and technological relevance must not be drawn too tight," he said. "Many arts and humanities courses are vocationally relevant and some, like languages and design, can be particularly important to industry."

Mr Brooke, himself a classics graduate, added: "All arts and humanities subjects develop analytical and critical skills of broad vocational relevance provided they are of high quality."

Two-year YTS welcomed

The 4,500-strong Secondary Heads Association has welcomed in principle the idea of a two-year Youth Training Scheme.

However, it calls for the creation of a new education and training agency to monitor it – which would help to overcome educationists' resistance to the Manpower Services Commission.

SHA adds that it views with "grave concern" any proposal to remove supplementary benefit from young people who refuse to go on YTS courses and says it does not believe the scheme should be compulsory.

NEWS

Calculators to be encouraged in primaries

A new maths project is to encourage the use of calculators in primary schools.

Funded by the Schools Curriculum Development Council, the £600,000 project aims to persuade teachers to develop the maths curriculum so that it takes account of the recent boom in calculators and computers. The SCDC estimates that more than half of all upper juniors own a calculator, and up to a quarter of the same age group have a computer at home.

The initiative is closely in line with the recent HMI document, *Mathematics from 5 to 16*, which says that calculators should be much more widely used in primary schools.

More than half of all upper juniors are thought to own a calculator.

But practice with calculators will go hand in hand with mental skills and understanding of number. And parents will be closely involved in the new strategy.

The project also plans to promote the teaching styles outlined in the Cockcroft Report and to develop the use of maths across the curriculum.

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(173)

Wide variations found in regional staying-on rates

by Biddy Passmore

Marked differences between regions in the proportion of young people staying on in full-time education, which seem to have little to do with local employment prospects, are shown in the latest volume of Government statistics.

Of the nine regions in England and Wales, the South East of England and Wales had the highest proportions of 16-year-olds staying on at either school or college in 1983 – 48 per cent and 52 per cent respectively – although Wales had one of the highest levels of unemployment and the South East the lowest. And the 18 per cent unemployment rate in the North did not seem to drive 16-year-olds back to the classroom: only 41 per cent stayed on at school or college.

The totals conceal big differences between regions in the type of education 16-year-olds choose. While the South East had the second highest proportion of 16-year-olds staying on at school, it had the lowest proportion (16 per cent) opting for FE college.

But some regions – the East Midlands, the South West and the West Midlands – had almost as many 16-year-olds going on to full-time college courses as staying on at school.

A very high proportion of 16-year-olds in Northern Ireland stay on at school – 41 per cent in 1983, and nearly 50 per cent in Belfast. (Figures for further education in the province are not given.)

That high staying-on rate seems to produce good results. The proportion of leavers with at least one A level was higher in Northern Ireland at 22 per cent, than in any region in England and Wales. Northern Ireland also had the highest percentage – 11 per cent – of 18 to 19-year-olds starting university courses.

But Northern Ireland's school system, which remains wholly selective, produces less satisfactory results at the other end of the achievement scale. It had by far the highest proportion – 28.1 per cent – leaving school with no graded results of any region in the UK. (The lowest proportion was 7 per cent in the South West.)

This volume of statistics, the only Government publication to give figures for education throughout the United Kingdom, shows that the country's schools had 9.9 million pupils in January 1983. The average for Great Britain was 92 per cent.

Six per cent of all pupils in England and Wales attended non-maintained schools, but the figure ranged from only 2 per cent in Wales and 3 per cent in the North and Yorkshire and Humberside to 9 per cent in the South East and South West.

On average, there were 18 pupils for every teacher in the UK. As usual, average ratios were most generous in Scotland, where class sizes are covered by national agreements with teachers.

In the South East, 10.5 per cent of school-leavers in 1982–83 had three or more A level passes, the highest regional figure.

Scotland, which has no CSE, had a high proportion – one quarter – of leavers with no graded results. But the Scottish "Highers", taken one year after O grades, seem to attract far more young people than A levels do. Over 30 per cent of Scottish school-leavers in 1982–83 obtained Highers, while only 14 per cent of English and Welsh leavers had A levels.

Regional Trends 20, 1985 edition. HMSO price £17.50 net.

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'Indoctrination is widespread in British education'

Call to outlaw preaching of politics in schools

by Biddy Passmore

Political indoctrination in schools should be outlawed and teachers who break such laws be dismissed, a report published on Tuesday recommends.

Leaving it to parents to complain to the school – the preferred solution of Sir Keith Joseph, Education Secretary – is not good enough, it says.

The authors, Dr Roger Scruton of London's Birkbeck College, Mrs Angela Ellis-Jones of Women and Families for Defence, and Dr Dennis O'Keeffe of the North London Polytechnic, say they are firmly convinced that indoctrination is widespread in British education and that there are "committed activists with the power and the determination to spread it further".

They claim that it not only underlies new subjects such as Peace Studies, Women's Studies and Black Studies but is also creeping into the traditional subjects such as English.

The report defines indoctrination as the domination of subjects and courses by foregone conclusions and question-begging language, linked to a political attitude which advocates political action. The authors say it closes minds to arguments, evidence and alternatives and results in the vilification of opponents and opposing viewpoints.

One of the few examples they quote is an extract from a recent report for Sheffield education authority, which said that tenets such as "injustice and inequality are wrong" and "everyone is worthy of respect" should be represented in a curriculum for peace education.

The authors remark: "While we all accept that injustice is wrong, the identification of injustice with 'inequality' is precisely what is questioned by the opponents of socialism. It is nonsense to suggest that everyone is worthy of respect: many (Hitler, for example, or Stalin) are worthy only of contempt."

They say complaints from parents are unlikely to get far. "If a teacher who has engaged in indoctrination is strongly supported by his head, it is extremely difficult for a parent or even a group of parents to have the matter corrected, especially if the head is implementing l.e.a. guidelines", the report argues. "Nor are Her Majesty's Inspectors likely to provide an adequate corrective, since any moderately competent indoctrinator would know how to elude their grasp."

The 1944 Education Act should be amended, it concludes, placing a clear duty on the local education authority "to provide an education that does not seek to indoctrinate" and giving parents and ratepayers the right to enforce the duty by a court order. Teachers' contracts should prohibit indoctrination and breach of this term should make them liable to dismissal.

The report also says indoctrination is widespread in further and higher education. It gives as examples an exam paper for the London University MA in Education, which asks "How does schooling reproduce racial inequality?" and papers for social workers at the Polytechnic of North London and for economics students at Birkbeck College.

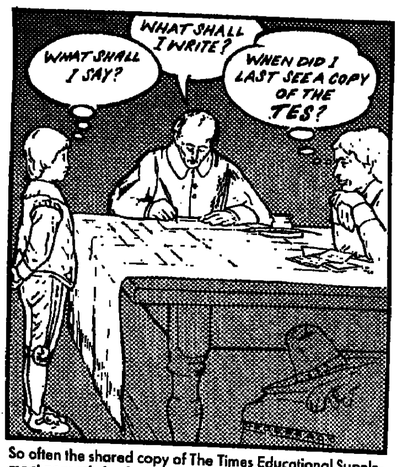
But, although they claim that intellectual bias is easier to achieve and potentially extremely damaging at this level, the authors say that outlawing it would offer a threat to academic freedom. They therefore propose the establishment of a body of academics with the power to recommend the withdrawal of state funding from institutions which engage in blatant indoctrination.

Roger Scruton

Education and Indoctrination, by Roger Scruton, Angela Ellis-Jones and Dennis O'Keeffe, is available from The Sherwood Press, 88 Tylney Road, London E7 0LY, price £3.95 plus 50p p&p.

Lady Warnock reviews "Education and Indoctrination" in next week's *TES*.

Times capsule: City of London School pupil Simon Funnell last week placed a copy of *The Times*, a set of mint coins and two schoolboys' essays in the foundation stone of his school's new building. The independent day school, which traces its antecedents back to 1442, is to move 400 yards downstream from its present site on the Victoria Embankment.



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Mail on Sunday combatants exchange more verbal blows

by Hilary Wilce

The row over *The Mail on Sunday*'s critical article on an Oxfordshire comprehensive continued this week with yet more accusations and counter accusations.

The article outlined the views of Dr John Rae, head of Westminster School, following a day's visit to the Oxford County Boys' School, and appeared under Dr Rae's name. Its criticisms, particularly concerning teaching which was said to be uninspired, angered staff and parents, who have now lodged a complaint with the Press Council. The piece also angered Dr Rae, who denied he had written it (*TES*, May 17).

Last week the school's head, Mr Richard Procktor, told *The TES* that after the article appeared, *The Mail on Sunday* approached him with the suggestion that he should write about Westminster School, and asked for his help in persuading a reluctant Dr Rae. Mr Procktor said he had written to the paper saying he had no intention of cooperating with the proposal.

This week the paper's editor, Mr Stewart Steven, wrote to *The TES* saying he had been "fascinated" to hear this, since he had received a letter from Mr Tim Brighouse, Oxfordshire's chief education officer, soon after *The Mail on Sunday*'s original report, which said:

"I should be grateful if your reporter, Sue Reid, and yourself would allow Richard Procktor, the headmaster of the school, or myself the chance to spend a day either at Westminster School or some other independent school. We could then present a view from the other side as it were. We both write quite well and am sure could present good and lively copy."

Mr Steven commented: "One is entitled to assume from this letter that Mr Brighouse had been in touch with Mr Procktor. I also believe that readers of *The TES* will begin to understand from this letter the difficulties this newspaper had, and therefore, one assumes, most newspapers have, in dealing with the educational establishment."

Mr Brighouse said that the day after the article appeared he and Mr Procktor wished to offer to put the independent schools under the microscope, but when it became clear how the paper had treated Dr Rae's comments Mr Procktor, not unnaturally, decided he had no intention of being subjected to this kind of treatment.

Mr Procktor pointed out that the letter from *The Mail on Sunday* arrived addressed to "Mr Brian Tyler (the head of Kingswood School, in Northamptonshire, which featured in a famous television series), Headmaster, Oxford Comprehensive School".

"The address of the letter makes it clear that in the eyes of *The Mail on Sunday* all comprehensives appear to be in the same place with the same headmaster," he said.

Mr Steven said his paper had been talking to Mr Tyler about the possibility of arranging for him to visit a public school in order to write a follow-up article.

Mr Tyler agreed this was under discussion, and that a letter intended for him had probably arrived on Mr Procktor's desk by mistake. "If I were to write such a piece I would expect to write it myself and not to have it amended in any way by *The Mail on Sunday*...I naturally accept the word of the features editor this would be so."

Poly entry shows drop of 1%

Contrary to the Government's hopes, the number of new entrants to polytechnic degree courses in science, maths, engineering and technology fell last year. It was down by just over 1 per cent, to 13,632.

The numbers starting courses in engineering and ancillary health dropped while the numbers embarking on maths and science courses rose.

Full-time and sandwich students in these subjects increased by 5.5 per cent last autumn. At just over 60,000, it is now nearly a quarter above the level of three years ago and represents nearly 40 per cent of the total. This rise is because of the high intakes and a boom at sub-degree level.

The number of new entrants to first degree courses was virtually unchanged, at 37,500 – the result of funding constraints and strict targets on student numbers set by the National Advisory Body. Entry to courses leading to the Higher National Diploma grew by about 5.5 per cent, to nearly 11,500. There was a marked contraction in the number of students on sandwich courses.

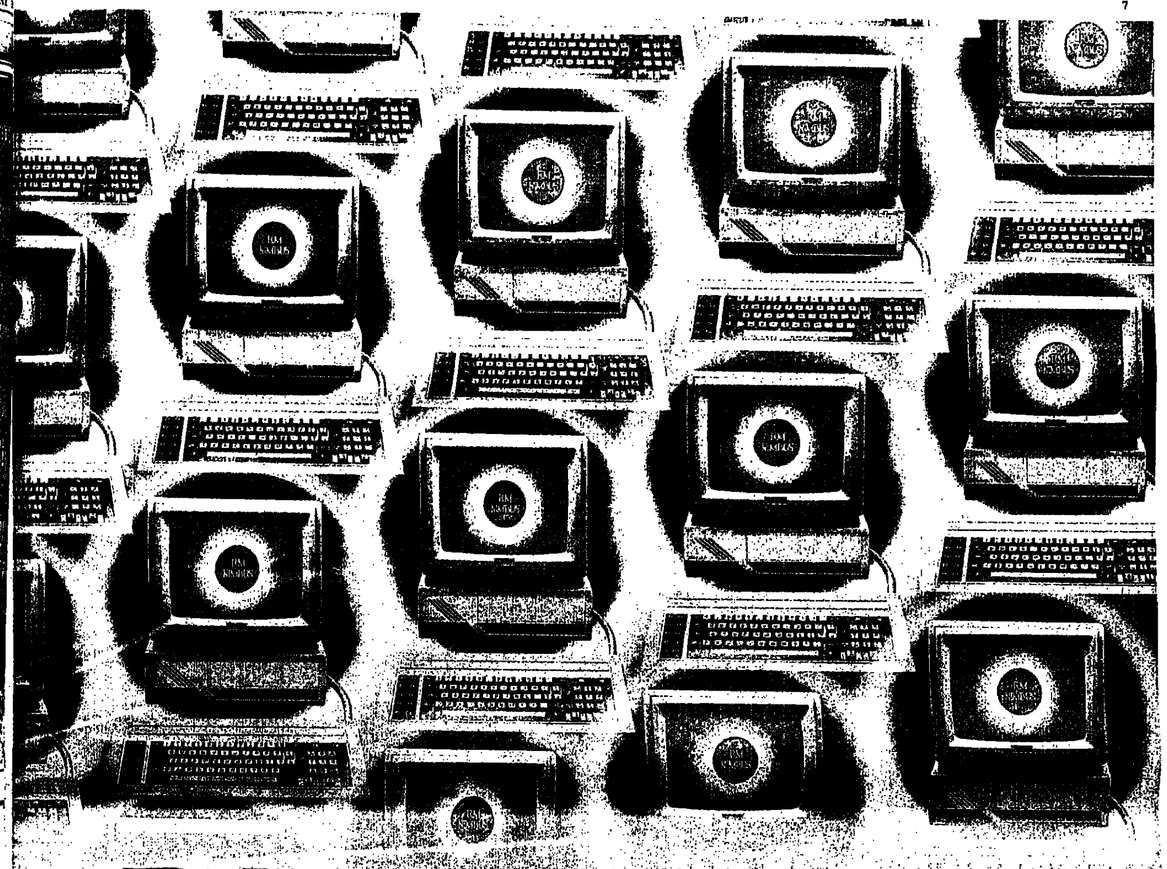
There are 153,000 students on full-time and sandwich courses at the 30 polytechnics in England and Wales in the current academic year. A further 62,800 students are studying on a part-time basis.

Crime rates

Juvenile crime has decreased by 10 per cent since 1974, according to a report by the National Association for the Care and Resettlement of Offenders. The number of young adult offenders aged 17 to 20, however, rose by 40 per cent between 1974 and 1983 and the 21-plus group by 36 per cent.

Wrong address

Gillian Klein, editor of *Multicultural Teaching*, is based at the Inner London Education Authority's Centre for Learning Resources, and not at the Centre for Multicultural Education, University of London Institute for Education, as stated in last week's Talkback.



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Mark Jackson and Diane Spencer report from the annual NATFHE conference in Plymouth

Uncorking the spirit of '39 . . .

The colleges lecturers met at Plymouth at the weekend in a 1939 mood. They reluctantly face, they believe, a long hard war against the Government and they are not sure they can win.

The battles will be on two fronts. A series of offensives on pay and a stubborn defence against cuts and redundancies.

The imminence of the threat to their living standards and their jobs, rather than the close-up view of Plymouth Hoe, seemed to have worked a sea change in the delegates. They looked and sounded 10 years older than last year's conference.

For most of the time they kept the posturing and shadow boxing to a decent minimum, taking care not to drive off potential allies like the local authorities. All but a few of the delegates were willing to play down doctrinal differences in what they see as the fight for the common survival.

The subject that generated most sound and fury was the Youth Training Scheme, and the majority of the delegates was persuaded to vote for a resolution which condemned it. But they did so in the knowledge that it committed the union and its members to no action of any kind, let alone outright withdrawal from the scheme. Indeed, the delegates went on to resolve to make more strenuous efforts to organize and fight on behalf of YTS supervisors.

The one issue on which the conference was deeply divided was on whether NATFHE should comply with the Government's anti-union legislation. That meant an unavoidable choice which vitally affect the future of the union.

In the end, an uncomfortable majority decided that it would be unreal for a small, *petit bourgeois* union to try to lead its members into a head-on clash with the Cabinet and the courts. NATFHE's leaders left Plymouth knowing that they can concentrate on being generals rather than kamikaze pilots in the battles to come.

Lecturers vote to step up pay dispute next term

Action on the lecturers' pay dispute will be intensified at the start of the next academic year, the conference decided.

At present, a series of one-day strikes has been held in selected areas to coincide with rallies and staff have refused to cover for absent colleagues and do overtime.

NATFHE is pursuing a 25.5 per cent increase as a step towards restoring pay differentials. Delegates voted to support this claim in a campaign with other unions.

Some delegates paid tribute to the efforts of the National Union of Teachers in its pay dispute. "The relationship between their struggle and our settlement is obvious: the NUT wins our money for us," Ms Helen Chester, East Midlands, declared.

The negotiators were told not to "trade-off" conditions of service for higher pay. Local authorities were trying increasingly to impose poorer conditions as they thought lecturers were too expensive, Mr Steve Little, North West, said.

Mr John Carey, Wales, pointed out that although NATFHE had successfully defeated Gwent last year over an increased class contact hours dispute, it was only a battle won. It had not won the war.

He predicted an attack on lecturers' conditions of service, not just creeping erosion, and negotiators should not indulge in trade-offs.

● A call for new collective bargaining forum and the scrapping of the Burnham Committee was made by Mr Peter Dawson, general secretary.

He told delegates: "It is high time that this outdated Remuneration of Teachers Act is swept from the statute-book so that teachers in further and higher education can sit down and negotiate with their employers without constant interference from the Government, Parliament and the courts."

The union had always been committed to establishing a voluntary collective bargaining system. "Events of the past year have proved conclusively how necessary this is," he said.

He likened Sir Keith Joseph's letter to the teachers' unions last week offering terms for a pay settlement as the modern equivalent of Moses bringing down the tablets from Mount Sinai. That did not represent collective bargaining or a working relationship between employers and unions.

Mr Dawson called the past year one of lost opportunities for the Government. On pay, it had "slurringly and cynically" offered 4 per cent when employers were willing to accept, as a target, the principle that lecturers' pay should be comparable with the trades and professions from which the membership is drawn.

He accused the Government of turning a deaf ear to appeals for negotiations after the publication of the *Training for Jobs* White Paper. Instead it went into "months of trench warfare with the local authorities".

Peter Dawson: accused the Government of turning a deaf ear to appeals for negotiations

YTS: seen as a means of cheap labour

Leadership embarrassed by opposition to YTS

Delegates voted, to the embarrassment of the executive and officials, to oppose the Youth Training Scheme and demand education and training for all 16 to 19-year-olds.

Mr Brian Jones, South East region, said YTS was a "means of cheap labour and a conscripted service that every young person would be forced into".

"This scheme is a graveyard for young working-class people. It permeates the curriculum in our schools. NATFHE should be a campaigning union to bring hope and vision for our youngsters."

But the Further Education Standing Committee attempted to soften the resolution. Mr Vince Hall accused the "prosperous South East region of kicking members in the teeth who are working to improve the scheme". Mr Tony Warren, for the executive, attacked them for indulging in empty rhetoric.

Mr Dave Pugh, North West, called for total opposition to the Manpower Services Commission and anything that came out of it. The Government was changing the fundamental nature of education through the back door.

Mr Tom May, East Anglia, asked if teachers were branded as traitors when they opposed the 11 plus? It was possible, they argued, to work with the system and still oppose "this diabolical scheme" politically.

NATFHE must come out into the open and oppose YTS instead of passing worthy motions year after year which "chipped away at the edges", Mr Geoff Carter, Outer London, urged delegates.

The heavier guns of the leadership came into action when Mr Peter Dawson, the general secretary, pointed out that the union was working closely with the MSC and the TUC on various committees to improve the scheme. "How the hell can we keep that position when we pass a motion that says 'oppose'?"

Supervisors 'poorly paid'

NATFHE must fight for staff employed by the Manpower Services Commission to instruct or supervise YTS trainees, the conference was told.

The union now has some 300 YTS supervisors organized in eight of their own branches, but Ms Jenny Wilson, a 35-year-old teacher who instructs YTS trainees in a work preparation unit at a Nottingham college told the conference that the union had shown no interest in negotiation on their behalf. That had been left to NALGO.

Ms Wilson claimed that the MSC itself had recognized that supervisors were inadequately paid and had recommended a 12 per cent increase which had been vetoed by the Treasury.

Despite opposition from some delegates who argued that the union should not settle for anything less than bringing all its members onto the Burnham scales, the conference decided overwhelmingly that NATFHE must become involved in negotiating a national agreement for the supervisors.

Union law will not be defied

NATFHE is to change its rules so as to comply with the 1984 Trade Union Act. After along and bitter debate the conference rejected calls for the unions to defy the Government and face action in the courts.

The union's leaders pointed out that, apart from the financial penalties which non-compliance would entail, it would mean that in the end the courts would dictate new rules.

A succession of speakers supported an outer London resolution calling for non-cooperation with the legislation in line with the TUC's Wembley conference decisions, and said that to surrender without a fight was a betrayal of trade union freedom.

Some warned that to comply with the Act would be to invite a future Labour Government to retain the legislation. "Lying down before the Government's steam roller" one delegate called it, but others argued that the experience of unions who had already tried to defy the legislation was that the only practical course was to fight for its repeal.

To amend the union's rules in time to comply with the law will mean calling a special rules conference. That is a constitutional decision which required a two-thirds majority – rather more than those who had voted for compliance with the law. But enough of the opposition agreed to bow to the political decision already taken to give the executive the margin it needed to obtain the power to call the special conference.

Prosecution raises fears for teacher reps

Union leaders' fears that teacher representatives on education committees are now increasingly likely to be drawn into political conflict have been underlined by a prosecution which is being brought against a member of Solihull committee.

The member, a lecturer at Solihull College of Technology who represents FE teachers on the committee, faces charges under the 1972 Local Government Act alleging that he took part in debate on a matter in which he had a pecuniary interest.

The conference was warned that the case implied a threat to teachers' representatives on other education committees.

Mr Cliff Hall, of the West Midlands region, said that the day before the committee discussed a claim for more college's NATFHE branch received a large number of lecturers on fixed-term contracts and the high proportion of low graded posts, Mr Kevin Ashton, the teacher rep, was warned by the assistant director of education that one of the elected members considered he had a pecuniary interest in the matter. But NATFHE's legal department advised Mr Whitston that he had every right to take part in the discussion.

The claim was rejected by the committee and subsequently the college staff took industrial action. The authority reported Mr Whitston to the Director of Public Prosecutions and he was seen by the police in January this year.

Mr Peter Dawson, the union's general secretary, told *The TES* that the teacher representatives were placed in an ambiguous position by the Act when they were nominated to put the views of a particular interest group. He said that some local authorities had recognized this by getting the department of the Environment to issue dispensations indemnifying them against penalties.

Mr Fred Jarvis, the NUT general secretary, an observer at the conference, said that the new crop of local councils is likely to highlight the importance of teacher representatives who might now hold the balance in some committees.

IN BRIEF

Cash injection

A call for "massive injection of extra funds" to meet Government demands on the education service was made by Mr Bill Flood in his presidential address to the conference.

He agreed that teachers should be up to date. But this would mean extra staffing and improved salaries and conditions. "And if the Government are not prepared to find the necessary money, they must cease their hypocritical effusions," he said. "They must put up or shut up."

Green Paper

The Green Paper on higher education was condemned as a "disorderly gathering of platitudes, wishful thinking, innuendo and downright crudeness."

Mr Frank Griffiths, newly appointed education secretary of NATFHE, in an emergency motion rejected the Government's obsession with "crude calculations of value for money to justify the second-class funding and status of public sector higher education".

Cap does not fit

The rate-cap does not fit and we will not wear it, declared Mr Geoff Brierley-Kendall from Sheffield. He contrasted the effect of a 5 per cent cap on his l.e.a. It would mean two adult education centres closing with the loss of 23 jobs, 40 jobs in FE would go, and there would be a cut back in awards to 300 students.

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THE MEP HEALTH & LIFE SKILLS PAGE

Health education: a suitable case for new-tech treatment?

Mike Morgan

Health education has been defined as 'the sum of all influences that collectively determine knowledge, belief and behaviour relating to the promotion, maintenance and restoration of health in individuals'. This definition is a good starting point for looking at the influence of new technology in health education in the 1980s.

Apart from micro-computers, other 'new-tech' tools for health education include Teletext, Prestel and Micronet. The point to note is that any information technology development should aim to improve the efficiency and effectiveness of the teaching process. In this context, the largely 'one-way' Prestel system may not be the best tool for health education, as it provides information pages rather than generating classroom materials for an inter-active, free and informed decision-making situation. Thus, if any new-tech applications does not work properly to the benefit of both student and teacher, then why bother with it? Computer Assisted Learning (CAL) should certainly be considered in the light of this point.

CAL can be seen as an approach in which new technology provides a creative environment in which the naive user can work towards the objectives for which the programme was written. Far from dehumanising the education process, moves towards CAL should give students more self-paced learning through study at the keyboard, backed up by more personal one-to-one interaction with a (human) teacher while other students were busy on the computer.

Computer assisted learning is now being used routinely by health educators in America. In a special issue of the US journal *Health Education* on the subject there is an account of a school in Kansas which is using the interactive techniques of requesting students to fill in the blanks on 'open' health education questions provided by the (Apple) computer. This is an example of using CAL in an interactive manner in programmes designed to check knowledge. The other main function of CAL presently under investigation is in the field of value clarification and decision-making.

A second article gives a report of a micro-computer based CAL project at the University of Minnesota Health Centre. The software packages used in this project were aimed at enhancing value clarification in areas such as eating or smoking behaviour. The target group were students awaiting their appointments at the Health Centre, but the programmes were so user-friendly that people often came into the building simply to play the health awareness games.

Turning to Britain, there has been no major input of CAL into health education to date. While many small projects are being developed, not only are they usually written for one type of micro-computer – and hence incompatible with most other machines – but they also tend to be poorly programmed by computer enthusiasts with only a little knowledge of writing good computer programs. Such software is often written in rather amateur BASIC, with poor layout and graphics, and littered with programming errors. There is of course a danger that a computer specialist working alone could design an imaginative programme that was very good on colour graphics, etc., but poor on health education content!

The SOFTPHASE project for the Health Education Council at Chelsea College plans to make a listing of all proven CAL health education software packages currently available in the UK. For example, Dietmaster, a dietary analysis program for the Spectrum, is now being marketed, and an alcohol education quiz is about to be piloted at health events by the Department of Community Medicine at Kings College, London, using a Sinclair QL. Other projects appropriate to health education in the UK include adapting the (American) Body Awareness Resource Network (BARN) program at LSE.

Its authors have described their BARN program as: 'a computer-based system designed as a confidential, non-judgemental source of health information for adolescents. Its intention is to provide this age group with the support and encouragement necessary to maintain positive lifestyles, as well as to provide options and directions for choosing healthier lifestyles.

Known as *Barny* to its friends, the topics offered as programs include alcohol and smoking education, family communication skills, human sexuality and stress management. The program is in use in health centres, schools and youth clubs in and about the university town of Winsconsin.

BARN is a new concept in the field of health education, offering games, information gathering, and prompting skills in real-life situations, for example coping with the pressures of giving up smoking. The programs can be used on a one-to-one basis, or utilised by a group of students (and parents?), who interact with each other as well as with the (Apple II) computer on a common problem. Should further advice and help be needed, most of the BARN programs end with the name and address of a local counsellor with expertise in the area of concern.

The BARN concept represents the beginnings of a major health education strategy using new technology. It may well prove an interesting and imaginative type of program to use in the UK, though requiring a good deal of initial modification for use in a British cultural setting. There would also need to be considerably more agreement amongst local education authorities as to which make of computer BARN-type programs should be written towards, as software is not easily interchangeable between machines.

In any case, these programs lack the sophistication of interactive computer games now commercially available and which are highly popular in the home-market sector. If education for health is to succeed in the 1980s, then this is a market which the health educators should be aiming for, as well as looking at the potential of CAL in schools and other settings.

Inevitably, in looking to the future this article must end with a number of questions. How are we to get the best CAL health-education software into schools and homes in this country? How do we ensure good user-friendly program content, free from racial and sexual stereotyping, and non-threatening to the person using the program for the first time? Should there be a 'seal of approval', in fact? And finally, how can CAL and new technology in general be used most effectively in educating for healthy living?

As 'knowledge based systems' develop over the next few years, it is surely vital that computer specialists, health educators and teachers begin to work together on these problems now, so as to ensure a place for good health education programmes in new technology applications in the future.

(Mike Morgan is a health education officer for Redbridge and Waltham Forest AHA. The views expressed in this article reflect the author's own, and are not the official policy of the Health Authority.)

Health education, like most subjects on the timetable, has seen increasing use made of visual aids and resources. The computer can support and extend the trend. (Illustrations from Health Education Council)

Education for employment

Peter Avis describes a project benefitting the whole community

The Manpower Services Commission provide support for projects which benefit the community and employ people who have been out of work for more than six months. As an MEP centre we felt that there could be a useful joint venture between ourselves and the Community Programme Agency in Doncaster since there was a considerable need for technical and programming support arising from the educational use of computers.

We have had the scheme going for a year and it now involves twelve people: a manager; six junior programmers; a senior technician; two junior technicians; and two clerks; all working at the MEP centre. They provide a service to schools, to the youth service, and to individuals, working with them to produce programs, devices, and training. Perhaps a couple of examples might help explain the situation.

A Barnsley school for children with moderate learning difficulties, Whinmoor School, involves its children in STEP (Schools Traffic Education Programme) and obviously uses practical experience for most of its training. However there are occasions where practical work isn't possible. The two teachers involved, Norman Pickett and Dennis Savage, designed a computer program to simulate the correct way of riding a motorbike.

Just like an arcade game the program allows the pupil to drive the bike realistically through a number of different situations. A programmer, Steve Owen, was funded by the Community Project to work with them and produced a program, part of which is shown below. In doing so, he has developed his skills to such an extent that his programming and technical expertise has enabled him to find work past the end of his year with the Community Project.

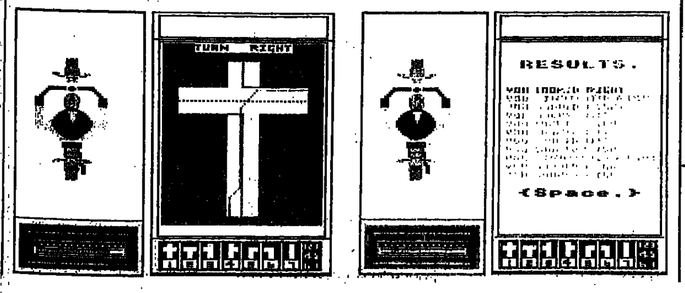
Another involvement has been the use of junior programmers to work in the youth service to help youngsters and the young unemployed learn to use computers more effectively. The programmers learn a variety of skills at the MEP centre and have access to its resources which they can then use in various ways.

They can help the leaders of the youth centres with their administration, word processing, databases, etc. They can help the young unemployed learn about computers and how to use a variety of programs. They can help them learn to program, etc. The technicians available through the project are able to provide switches for the handicapped and technical support for many developments.

There are considerable gains to be made from this kind of link between the Community Programme and MEP Centres. The unemployed taken on by the Community Project have a year working with new technology in a practical context, which hopefully provides them with employable experience. In fact three of the four who would have had to leave us after a year have been supported by industrial contracts.

The community also gains a useful service to its special needs schools and to its youth service. The MEP centre is able to pass on much of the experience gained through its activities in a practical and useful way.

Two frames illustrating the style of the motorcycle riding program developed for Whinmoor School's STEP program but available from Doncaster MEP RIC.



IN BRIEF

A group of teachers in Kent has written, with MEP sponsorship, three programs that can be used in health education or life skills lessons.

Bfvit is a diet analysis program looking specifically at vitamin-C content and result of deficiencies due to bad diet.

A day in the life is a simulation which tackles the problem of time management in a lighthearted way. The user has to look after a household from waking up to lunchtime, coping with such contingencies as feeding baby, preparing lunch, etc.

Services explores procedures open to a consumer who has purchased faulty goods (a hi-fi set). The program simulates interaction with the supplier, use of consumer legislation, etc.

All three programs are for the 14–18 age level and are available on (40-track) disc for the BBC machine. Further details can be had from the Southern Software Consortium, c/o SMIC. Fitmace Drive, Furnace Green, Crawley, West Sussex RH10 6JB.

Chips and a healthy diet

Anne Noble tells how she used a program given to every secondary school.

Eating wisely to maintain daily requirements and, in the long term, to prevent disease can be a very dry bone to present to a group of 12/13-year-olds. As it is impossible to suggest one basic diet to keep everyone as healthy as possible the message is often depersonalised and therefore easily ignored when personal decisions are made in diet choice. In introducing the program **Balance your diet** (part of the MEP INPUT pack) this major problem was overcome.

There was only one micro available for the group of 16 pupils I was working with but as much of their health education work meant working in small groups the idea of sharing was quite acceptable.

Each pupil recorded *all* the food eaten during the previous day using the code list provided. It was agreed that the school cafeteria's portions were similar to the typical portions given in the list. This was not true of the local fish and chip shop and some basic calculations were necessary for those who had eaten such a meal.

When run the program displays two bar graphs showing the suggested intake of various nutrients and the running total of all eight components of the personal diet. The display allowed all pupils, regardless of their mathematical ability, to compare actual with ideal.

While the program speeded up the process of investigation it generated considerable discussion in several areas. Initially the entire program was accepted by the pupils but after trying to study the diet of other individuals, eg, a 40-year-old male – who could equally have been an office worker or a miner, a very lively discussion about food choices and lifestyle ensued. The conclusion drawn by the pupils was that the program was too general. Asking only details of age and sex was insufficient and the following were suggested for consideration in building a similar program in the future: level of physical activity (ie, sedentary, active, extremely active); life style (ie, relaxed, busy, stressful).

Using the computer for this topic increased the overall level of concentration in the mixed ability group and their enthusiasm led them into further investigation and discussion on health.

(Anne Noble is health education officer, lea liaison, with Northumberland AHA Health Education Unit.)

Help offered This page is put together by the Microelectronics Education Programme as part of its contribution to curriculum development. If you'd like further help then contact the health education adviser at your local area health authority. Your MEP regional centre will often have copies of software available for personal review and are always a source of information.

If you would like to contribute to the debate about the use of microtechnology in education, write to The MEP Page, Elizabeth House (room 9/12a), York Road, London SE1 7PH.

Public now see value of nursery schooling

by Sarah Bayliss

Supporters of the pre-school movement have achieved a major shift in public opinion over the past two decades, said Mrs Vicky Hurst, chairman of the National Campaign for Nursery Education, at a conference to celebrate the campaign's twentieth birthday.

Mrs Hurst, addressing the campaign's annual general meeting in Truro, Cornwall, said its founders had often felt they were advocating something "terribly experimental" when they began lobbying in 1965 for nursery education for all.

But today the significance of the early years had been accepted and under-fives were now "vote getters" in the best and worst sense. "Every single political party claims an enthusiasm for the under fives. That was not the case 20 years ago."

Parents who want pre-school education for their children should exploit politicians' apparent interest; locally they should get councils to put dates on their plans and to allocate funds from their budgets. At central government level the campaign would continue to lobby Sir Keith Joseph, the Education Secretary, for a new law making nursery education a legal requirement with separate, centralized funding. Last year NCNE bid unsuccessfully for an education support grant for nursery education.

Mr David Penhaligon, Liberal MP for Truro, said the status of nursery education in Cornwall had been elevated by a "glorious campaign" in 1979 which saved the service from wholesale closure.

He welcomed the use of vacant classrooms in primary schools for under-fives and said provision should not be squeezed out when the number of primary-aged children started to rise again.

Mr David Fryer, first deputy secretary for education in Cornwall, said the importance of nursery education had been "upgraded" in the county and that there were no proposals to cut it. The number of nursery classes attached to primary schools had risen to 28, with three opening in the past year under the urban programme.

He explained that it was extremely doubtful that the number of nursery schools would go up from the existing two but nursery classes could be increased.

Mr Fryer said the county had one of the biggest proportions of four-year-olds in primary classes and one of the immediate priorities was to look at the quality of education they were getting. The needs of under-fives in isolated, rural areas was another concern.

He believed that clustering arrangements between primary schools could be used to develop nursery education; for instance a teacher specializing in the early years could be appointed to a cluster, or a playbus could operate among them.

He also pointed out that recent election wins by the Liberal party might lead to new policies.

Mr Willem van der Eyken, senior research fellow at Bristol University's Department of Health, revealed a marked and lasting relationship between pre-school education and educational attainment at the age of ten (page 1). He reassured parents that playgroups appeared to be just as effective, if not more so, in having a good influence and urged them to organize themselves into self-help groups where possible.

Earlier in a conference address Dr Hugh Jolly, honorary consultant paediatrician at the Charing Cross Hospital in London, told the conference that child development and the importance of play should be emphasized much more in all teacher training courses.

He hoped that teachers and parents were not persuaded that children's accidents were "accidental". Disturbed and unhappy children were much more likely to have accidents than others. "If you're in a state when you're driving your car you're much more likely to have a crash – it's the same with children."

Dr Jolly said children had a large capacity for understanding things and he had witnessed many times the tangle which adults got into when they failed to give honest factual answers to children's questions.

Children needed to attend funerals and he suggested that parents should consider allowing them to see the body to say goodbye. "It can be natural so long as the parents are embarrassed."

He would not consider running acute paediatric ward without a specialist in play, as well as a teacher on the staff. He had seen children who were desperately ill develop a will to live through play. The best hospitals kept pets in children's wards – "not just fish which are very cold blooded and allowed sick children to play in sand and water and other messy materials while they were confined to bed.

Dr Jolly said he wanted to see links between the medical and teaching professions. Teachers had a "captive audience" when it came to early diagnosis of problems – such as mild spasticity – and in terms of accident prevention and immunization against disease. It was a disgrace that only 50 per cent of children in Devon had been immunized against measles, compared with 95 per cent in Avon. Teachers could also encourage young girls and their mothers to be immunized against rubella.

Demo threat over asbestos repairs

by Adriana Caudrey

Four hundred primary pupils have been home from school for nearly five weeks because dangerous asbestos was discovered first at their school in north London and then at their temporary classrooms.

Parents and teachers at Highbury Quadrant Primary School, in Highbury, insisted that the school be closed after exposed asbestos cement was found behind some of the radiators. They have refused to allow the children to go back until all asbestos has been removed from the building.

Their stand has forced the ILEA to deal with the problem before it would otherwise have got round to it, as part of its £50,000,000 rolling programme for asbestos removal at schools throughout the authority.

ILEA's Islington division found the children alternative accommodation at a former learning resources centre, also in Highbury. But that building was found to be riddled with asbestos. It has taken longer to remove than first expected, and parents have been repeatedly warned of delays.

Now ILEA has promised that the centre will be ready next Monday. If it isn't, angry parents have vowed to march to the building and deposit their children there anyway.

David Pike, vice chairman of the school's governors, said: "Parents are fed up with the whole business. If the chaos goes on beyond Monday, we'll plonk our kids on the education authority."

Families, especially single mothers, have faced serious problems through having their children as home for so long. Some are in danger of losing their jobs because they are not allowed to bring their children to work, and have nowhere to leave them during the day.

Last week, in an effort to relieve the problems, the divisional office started a play centre for up to 150 of the Highbury Quadrant pupils, but stressed it was only for those in the most dire need.

Local self-help groups have also started in some streets, with parents taking it in turns to look after the children.

The crisis began at the end of April when white and brown asbestos was found behind radiators in two classrooms. Contractors came and sealed it. Then two separate tests were carried out, one by an independent expert. He confirmed that there was not a dangerous level of asbestos fibres in the atmosphere. The fibres, if inhaled, can cause lung diseases.

But the incident had fuelled parents' and teachers' worries which were already aroused by earlier findings of asbestos in light fittings, door panels, and also in outside huts. They held a meeting where they decided to call for the school to remain closed until all asbestos had been removed. That will take until September.

A spokesman at ILEA's divisional office said: "The authority acceded to the parents' request that all the asbestos should be removed immediately. We don't blame them – after all it's their children's lives. But there are immense practical problems in finding alternative provision."

She added that it was almost impossible to find a building which did not have some asbestos in it.

Irene Pick, who teaches at the school, and is a single mother with two children there, said: "I didn't know a great deal about asbestos, but the incident has really brought it home to me. I hadn't known there was asbestos behind the heating – the children go there a lot because it's the rabbit's hiding place."

Highbury pupils at the Newington Green Play Centre

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Sign language pilot project for curriculum

by Susannah Kirkman

Sign language is to be introduced into the curriculum of mainstream schools in Leeds.

Lessons in signing for hearing pupils will begin in at least two Leeds high schools this September. But the eventual aim is to make instruction available for all Leeds pupils.

"Sign language is for communication between deaf and hearing people, so it makes sense if those who can hear learn it too," explained Mr Geoff Driver, the chairman of the Leeds education committee.

He said sign language would be part of the education authority's partnership scheme, which aims to "open up new areas of social and personal development" for pupils.

The Leeds decision has been hailed as a "wonderful opportunity" by the British Deaf Association. "Normally all the effort in an integrated situation has to come from deaf children. This will give them more chances of real communication with their peers," said Ms Suzanne Turfus, the association's education officer.

Ms Turfus believes that with signing being taught in all schools it will take away the stigma of using sign language.

For many years, some teachers and parents of deaf children have resisted the teaching of signing as they feel this would impair pupils' ability to learn to speak.

But Leeds parents and members of the deaf community have beseiged the education committee with requests for sign language to be taught alongside the oral approach. Mr Driver said: "We have been profoundly moved by the real frustration of deaf people at a system which hadn't allowed them to communicate with each other."

The education committee believes that signing will liberate profoundly deaf children because it will help them to communicate with people outside their schools. The "total communication approach", which includes oral and signing methods, will now be used in all schools and units for pupils with hearing problems.

But some remain unconvinced that "total communication" is the answer. Parents of profoundly deaf children at the Ewing School in Nottingham have fought its introduction.

Letters of protest from parents to Mr John Fox, Nottingham's director of education, about the proposal contained such comments as: "God gave us a voice so that we could be heard"... "They will want to integrate, not have to stay in the deaf circle who can sign".

Nottinghamshire now takes the line that children who can benefit from signing should be taught it, but that pupils with some hearing ability and who have no other handicaps should be encouraged to use speech.

According to Mr Brian Armstrong, the president-elect of the British Association of the Teachers of the Deaf, a choice of methods should be available. But parental support was needed for whatever system was adopted.

● A visual telephone for the deaf is being developed at Essex University's electronic systems' engineering department. It transmits sign language over telephone lines, using small, cartoon-like pictures.

An experimental, two-way communication system has already been built and tested by deaf people. The Essex inventors are now considering ways of developing prototypes which could be tested in clubs for the deaf or their homes.

Present alternatives to the telephone, such as connecting a typewriter to the telephone lines, are slow and difficult to use for conversation.

Caning Bill reaches key stage in Lords

by Biddy Passmore

The last real hope of turning the Government's corporal punishment Bill into an abolitionist measure comes next Tuesday, when it reaches its one-day Committee Stage in the House of Lords.

Labour and Alliance peers are hoping to repeat recent successes on the Local Government Bill and to secure the support of rebel Tories for a series of amendments to the unpopular Bill. As currently drafted, it will allow parents to exempt their children from corporal punishment and give legal immunity to teachers who inflict it on a child who is not exempt.

The main amendment, which will be moved by Lady David, Labour's education spokesman, would remove that legal immunity and replace the exemption with a one or two-year timetable for abolition.

Other major amendments would change the exemption scheme from one in which parents have to opt their children out to one where they would have to opt them in to corporal punishment, and would extend the scheme to all children in independent schools.

Lady David said this week she was "moderately hopeful" of success. But even if the votes went against her the Second Reading debate had shown that the opponents of the Bill had won the argument, she added.

Meanwhile, the European Court of Human Rights in Strasbourg is to be asked to consider the case of a six-year-old Somerset schoolgirl, Loretta Warcoe, who was slapped by a teacher for helping another child with her work.

Loretta's mother, who says the same teacher also slapped her eight-year-old daughter for faltering in reading aloud, says Loretta was put across the teacher's knee and smacked "so many times she lost count". But the teacher, and the l.e.a., say she was only slapped lightly.

STOPP, the pressure group opposed to physical punishment, has agreed to back the case. It is the only one now lodged with the European Commission on Human Rights – the Court's lower tier – that involves slapping rather than punishment with an implement such as the cane.

If the Court now rules that Loretta's punishment was degrading, any ban on corporal punishment in Britain would have to extend to all forms, including smacking and slapping.

MATHS DAYS ARE NUMBERED

Sir Keith . . . sums get the boot

OLD-STYLE arithmetic should be kicked out of Britain's schools, education chiefs said yesterday.

Long division, logarithms and complicated sums have been made obsolete by the electronic revolution.

A report by Sir Keith Joseph's Education Department says calculators and microcomputers are here to stay.

It adds: "Some standard written methods of calculation, which few pupils understand, should no longer be generally taught."

However, schoolchildren will still need a "fundamental grounding" in maths.

The National Association of Schoolmasters and Union of Women Teachers welcomed the report, saying traditional maths "wasted time."

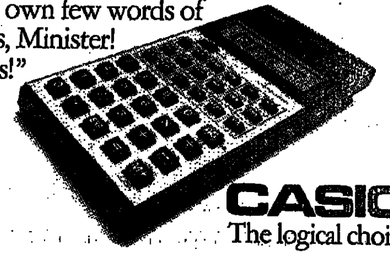
The Sun, Thursday, April 25, 1985

Yes, Minister!

We've always believed it ourselves, and now it's official – calculators are essential for school mathematics.

That's the recommendation endorsed by Sir Keith Joseph, Secretary of State for Education and Science.

As the makers of Britain's No.1 range of scientific and pocket calculators, we can only add our own few words of support: "Yes, Minister! Definitely yes!"



CASIO.
The logical choice

Sir Keith shrugs off HMI criticisms

Sir Keith Joseph, under attack from all sides last week after HM Inspectors' latest report savaged the state of England's school buildings, has suggested local authorities could find some money for repairs through savings in cleaning and caretaking.

The Education Secretary emphasized that the Inspectors had found slight improvements in resource provision since the previous year and had reported that most of the classroom work was satisfactory or better.

He appeared unmoved by the Inspectors' outspoken criticisms of the grim and deteriorating state of buildings and shortages of books – and the clear link they found between inadequate resources and poor work.

This year's annual report on the effect of spending policies on schools and colleges, the sixth to be published, is the first to state bluntly that, unless more resources can be found, schools are unlikely to be able to achieve the higher standards the Government wants.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said the report painted a picture of schools which were "squalid, over-pressurized, riddled with inequalities and

This year's l.e.a. spending survey by HM Inspectors provides a blunt warning that education standards are unlikely to rise unless more resources are provided. Report by Biddy Passmore.

deteriorating". Mr Giles Radice, Labour's education spokesman, said it was "a sweeping indictment" of the Education Secretary's policies and called on him to resign.

The report, based on visits by the Inspectorate during the autumn term of 1984, warns that some school buildings are rapidly approaching the stage where repairs are impossible and new buildings will have to be provided. "Without urgent attention to these problems, the cost of putting things right may become prohibitive," it says.

While the Inspectors conclude that there is a statistically significant association between resources and standards of work, they stress that it is not a direct causal link.

Nor are resources the most important factor, the Inspectors say. That is teaching quality, followed, in order of importance, by: the identification of pupils' and students' needs; the level of resources available; and their effective management and deployment.

They find much to criticize in the standard of management shown by heads, principals and local authorities. Nearly one-third of schools suffered from poor leadership and in nearly half the schools visited the organization of pupils' work was judged unsatisfactory in some lessons.

Mr David Hart, general secretary of the National Association of Head Teachers, called for more training of heads in the light of the Inspectors' remarks.

The overall number of teachers was satisfactory, they judged, but shortages in key subjects like maths and physics continue and teachers are often poorly deployed.

The Inspectors also uncovered a disturbing state of affairs in teacher training, where the quality of teaching was considered unsatisfactory in half of the classes seen in initial teacher training departments in polytechnics.

Worryingly variable standards were found, the few lessons the Inspectors observed in special schools. They suggest this may be because under-qualified staff are finding it hard to cope with an apparent increase in the seriously mentally handicapped, while many of the less severely handicapped are moving to ordinary schools in line with the 1981 Act.

Book provision has improved slightly, a report says, but continues to vary widely between and within schools.

Overall, the Inspectors conclude: "The picture for 1984–85 remains one of an education system that is managing to get by in terms of resources and where most of what goes on is of satisfactory or better quality".

They call for "more and better resources ... properly targeted on agreed priorities and also with improved leadership and management, closer match of the initial qualifications and experience of teachers with the tasks they are to be asked to undertake; and more effective INSET better matched to the needs of schools and teachers".

Quality falls off in middle years

The Inspectors judged that teachers were doing a satisfactory job in just over three-quarters of the 13,880 classes they watched last autumn; and the quality of pupils' response was satisfactory or better in just over four-fifths of the classes seen.

They found the quality of work least satisfactory in the middle years of education. While four-fifths of nursery classes and those for 16 to 19-year-olds were satisfactory or better, the proportion dipped to only two-thirds for top juniors and 13-year-olds. The least able were once again getting the worst education.

In all, the Inspectors visited 1,540 out of the country's 26,000 maintained schools last autumn. These included 748 nursery and primary, 737 secondary (including sixth form colleges) and 56 special schools.

They found that only 11 out of 97 authorities had satisfactory or better levels of provision in all the main areas, compared with 14 last year. By contrast, 31 l.e.a.s (against 28 last year) were judged to make less than satisfactory provision in most areas. Ten authorities had less than satisfactory staffing levels in their primary and secondary schools.

Poor accommodation was the resource factor most commonly associated with unsatisfactory work in primary schools, adversely affecting about one sixth of the lessons seen. It was followed by inadequate book provision, lack of suitable equipment, including furniture, and restricted range of quality of consumable materials.

Among other factors affecting the quality of work, the biggest problem – affecting one fifth of the classes seen – was teaching in groups of mixed age or ability. Others were a mismatch between teachers' qualifications and the teaching they were required to do, and the poor behaviour of pupils.

In secondary and special schools, inadequate buildings, books, furniture and equipment were also the most common factors restricting the quality of work. The biggest non-resource problem in both cases was teaching groups with a wide range of needs and abilities.

Between September 1983 and September 1984, the number of teachers fell by 1.5 per cent, to 403,800, while the number of pupils fell faster, by 2.1 per cent. Most of the losses were in secondary schools.

Most l.e.a.s had not changed their pupil teacher ratios by more than 0.5 in either direction since the previous year. Four out of five were judged to have enough teachers overall to meet current needs. Teachers were very unevenly deployed.

Very few authorities have a curriculum-led staffing policy, the Inspectors note: five have one for primary schools (although only two have so far felt able to implement it) and 18 for secondary schools, of whom 10 have implemented it.

Despite authorities' efforts to protect the curriculum, some schools lacked necessary subject and other expertise. Cuts had meant the removal of subjects or aspects of education in 215 schools.

Not surprisingly, the quality of teaching was the factor most affecting pupils' response.

Poor match between teachers' initial qualifications and the work they were being called upon to do had a bad effect on the quality of work in just over one eighth of all the lessons seen.

Overall provisions of classroom ancillaries was judged satisfactory in 67 out of 94 authorities and there had been an increase of 5 per cent in the number employed.

There was a need for more in-service training in one third of all primary and secondary schools visited and in more than half of the special schools, the most commonly mentioned needs related to: teaching methods, management at classroom, departmental and school levels; subject knowledge; assessment techniques; and improving the match between qualifications and experience and the teaching they do.

No fewer than 17 l.e.a.s are struggling to repair damage done by arsonists

Spending cuts causing further deterioration

The bad state of school buildings can only have got worse in 1984–85 because more than half of the education authorities in England – 55 – planned a real cut in spending on repairs, decoration and maintenance, the report says.

In 12 l.e.a.s, the cuts followed similar reductions the year before.

The present state of repairs in schools was judged to be less than satisfactory or poor in 57 l.e.a.s. Many l.e.a.s have moved to a policy of concentrating on major repairs only, and about one-third reported an increasing backlog of work. Some district inspectors judged that the general state of repairs was reaching a crisis point.

The Inspectors found the state of school decoration less than satisfactory or poor in 65 l.e.a.s. In one authority, 33 schools had not been redecorated for 14 years.

As for maintenance, the current programme was judged unsatisfactory in 65 authorities.

One large shire authority calculated that the backlog of work would cost £32.5 million to clear, of which £15.3 million was classed as essential expenditure. Most complained of the cost and disruption of removing asbestos.

Seventeen l.e.a.s mentioned the effects of arson and 63 were able to quantify the sums of money spent on making good damage caused by vandals. Last year, one l.e.a. spent in total £1.3 million while another spent £300,000 simply on repairing broken windows.

From their visits to schools, the Inspectors judged that poor or unsuitable accommodation was adversely affecting the quality of work in just over one-fifth of all the lessons seen, even affecting those where they considered the work satisfactory.

The cost of replacing the school building stock is currently put at £17.5 billion, the Inspectors stress. They go on: "The continued neglect of the school building stock is not only storing up potentially enormous bills for the future but is also seriously affecting the quality of work and achievement of many pupils and providing a grim environment for them and their teachers."

Better provision of books is noted

Book provision for all age groups is improved, especially in the shire counties, the Inspectors report. But lack of enough suitable books is still damaging the quality of education and is worrying for the 11 to 16 age group.

Book provision was satisfactory or better in over four-fifths of authorities at primary level and in just over three-quarters of authorities for the 5 to 19 age group but in less than two-thirds of authorities for 11 to 16-year-olds.

The report shows a clear statistical link between books and the quality of work seen. In primary schools, half the lessons the Inspectors considered unsatisfactory were being adversely affected by inadequate or inappropriate book provision.

In secondary schools, the quality of work in one in eight classes was being restricted by an inadequate supply of books.

Complaints in primary schools were most frequently about the quality of the books, while they were more commonly about quantity and availability in secondary schools.

The Inspectors found a similar association between unsatisfactory work and inadequate supplies of equipment. In secondary schools, the most serious problem was the replacement of aging, costly equipment in science and CDT in particular.

Eighteen authorities had improved their primary capitation allowances in real terms since the previous year, while 16 had reduced them; the comparable figures for secondary schools are 19 and 16 l.e.a.s respectively. Most l.e.a.s had not changed the scope of what the allowances covered, but had widened it.

Inadequate provision is not simply the result of low spending, the Inspectors note. In only one tenth of schools was inadequate capitation judged to be the direct cause of shortages. The biggest single factor was teachers' failure to identify pupils' needs and potential, which was mentioned in one third of the schools visited.

Some schools receive contributions from parents well in excess of their capitation allowances, the report says. Primary schools and schools in shire counties received the greatest share of their income from this source. Contributions to primary schools ranged from £800 to £3,250 and in secondary schools, from £100 to £20,000.

Report by HMI on the Effects of Local Authority Expenditure Policies on Education Provision in England 1984. Copies available free from DES Publication Despatch Centre, Honeypot Lane, Canons Park, Stanmore, Middlesex HA7 1AZ.

Cuts mean fewer science graduates, SDP leader says

by Susannah Kirkman

The university cuts proposed in the recent Green Paper on higher education will produce fewer science and technology graduates, according to Mrs Shirley Williams, president of the SDP.

A 25 per cent reduction in funding over the next 10 years would force universities to concentrate on the arts, rather than on more expensive engineering and technology courses, Mrs Williams said. Universities would go for the cheapest courses they could find in a bid to maintain student numbers and avoid closure, she told an Industrial Society Conference, "Training for the 21st Century," last week.

She accused the Government of being "over simplistic" about arts graduates, as there was plenty of room for those willing to learn about technology. Arts graduates made up 20 per cent of the employees of CSL, an international software company, she pointed out.

And the shortage of people with engineering and technological qualifications had been vastly underestimated, Mrs Williams warned. "Britain is facing an acute skills crisis. We need the equivalent of a wartime mobilization exercise to remedy it," she said.

Britain needs 60,000 more engineers, if the demands of all the manufacturing and service industries are taken into account, according to Mrs Williams's estimates. Yet the number of graduates in electronic and electrical engineering has fallen by 10 per cent since 1982, while the number of maths and computer science graduates has slumped by 45 per cent during the same period.

Qualified technicians were also in short supply, Mrs Williams said. Successful candidates for Business and Technician Education Council qualifications at non-advanced level had increased between 1978 and 1982, but numbers were now declining again, and were not enough to compensate for the 60 per cent drop in apprenticeships since 1973.

It was wrong to think that new service industries would provide a huge growth in employment, she insisted. An expanding service industry needed a growing manufacturing industry and the US experience had shown that new jobs were more likely to be created for people with technical and graduate qualifications rather than low tech training. Of the 17 million new jobs created in the US between 1972 and 1982, over 50 per cent needed technical and graduate training.

To improve training and combat shortages, Mrs Williams proposed a five-point plan:

Some teachers have low expectations of catering students.

Marking 'too generous'

Hotel and catering students on Higher National Diploma and BTEC courses are "heavily over assessed", according to HM Inspectors.

Some teachers were too generous in their marking and their expectations were too low, Inspectors found after surveying seven colleges between October 1983 and May 1984.

But Inspectors found that project work was well planned and presented, although too much was information-based and lacked analysis and evaluation.

Time could be spent better in some colleges with large enrolments by lecturers taking larger classes, thus freeing them for tutorials. The curriculum in accommodation studies should be reviewed to make it more relevant and practical, the Inspectors say.

A survey of programmes leading to Higher National Diploma and National Diploma awards of BTEC in hotel, catering and institutional studies. Report by HMI.

Towns hold no lure for rural leavers

by Jane Pickard

Teenagers in rural Northumberland who used to have to "get on their bikes" and hunt for work in the towns are now getting jobs and training places at home.

A survey of a group of school-leavers from two middle schools in the county shows that pupils with O and A level passes are now much more likely to stay in their own locality than 10 years ago, when a similar study was carried out.

Researchers at the Community Council of Northumberland looked at 293 teenagers representing most of the former pupils from Rothbury and Wooler middle schools who left in the years 1978, 1979 and 1980 at the age of 13 and were 17 to 19 years old at the time of the study last year.

The earlier leavers had shown a greater tendency to leave the area than the more recent ones. Of the 1978 group, who left Wooler, 73 per cent of boys stayed in the area. In the 1980 group, all the boys remained.

A similar pattern emerged from the Rothbury leavers. The most common employment for all the leavers was in the service industries. But there was also a marked trend for an increasing number to stay on in the sixth form. In the 1978 group from Rothbury, 2 per cent stayed on, compared with 32 per cent in the 1980 group.

The report concludes that this may have had a far-reaching effect on the pattern of migration, along with unemployment in towns. It warns that when jobs become available again elsewhere, the migration from rural areas might start again.

YTS successes

Two Welsh girls have achieved breakthroughs after completing a Youth Training Scheme course at Neath.

Sian Jenkins, 18, from Swansea, has become the first female electrical craft apprentice at Metal Box after studying machine-code programming, printed circuit board manufacture and O level electronics.

Pat Wilsher, also 18, has become the first female apprentice instrument/electrical technician at BP Chemicals' Baglan Bay plant, after attending the same YTS course.

Higher wages blamed for unemployment

Trade union demands and minimum pay rates set by wages councils have priced thousands of young workers out of jobs, according to research published in the latest edition of *Economic Affairs*, the right-wing economics magazine.

The articles, by Mr Stanley Siebert, of Birmingham University, shows that as youth employment rose during the 1970s, young people's wages as a proportion of adult pay also increased.

He asked what teenage employment and pay would have been if relative wages had not risen so much, and asserts that 230,000 were effectively thrown on the dole by other teenagers' higher wages.

The figures were based on a number of assumptions, including a direct connection between rising unemployment and rising pay, and an estimate of what wages would have been without union and wages council effects.

The wages council set the minimum wage for 2.5 million workers, including teenagers, mainly in low-wage service industries, such as catering or shops.

Mr Siebert says: "Young persons' wages are nowadays about 20 per cent higher relative to adults' than they were 20 years ago. This is partly because of wages councils, but it is also a consequence of unions and of the imposition of "adult" rates on even younger workers.

"White wages councils are not solely responsible, abolishing them or reducing their scope would bring youth wages "back into competition".

Training booklet

The National Youth Bureau has produced a booklet on staff and curriculum development aimed at helping adults involved in Youth Training Scheme projects – "Staff development handbook for YTS providers" is available free from the Sales Department, NYB, 17–23 Albion Street, Leicester LE1 6GD. Multiple orders 20p u copy.

Low funding worries heads

Secondary headteachers in Gloucestershire have joined the chorus of criticism demanding more money to enable schools to implement curriculum change.

They warn that they cannot maintain the quality of their service unless they are given proper resources.

The demand comes in a document, *Better Schools*, issued by the Standing Conference of Gloucestershire Secondary Headteachers.

It follows similar complaints about the new GCSE exam from local authorities, exam boards and heads in other counties.

The headteachers' worries cover all proposed curriculum changes, from the new exams to the Technical and Vocational Education Initiative. They say there have been more proposals for change in the last five years than during the previous 50 years. But they point out these changes are taking place during a shortage of funds for staff, books and stationery, and buildings.

They add that the local education authority has already had to reduce its new system of staffing by 2 per cent; it was able to spend only £3 million on buildings when it had estimated it needed to spend £13 million and capitation this year was going up by 0.2 per cent at a time when other costs were rising much faster – for instance paper had gone up by 29 per cent.

Value of team sport challenged

Some teachers are sceptical about the traditional goal of playing for the school. Bert Lodge reports.

Fewer team games and representative matches were advocated at a conference held last week to try and halt the decline in school sport.

The conference, attended by over 150 physical education specialists and arranged by the Central Council of Physical Recreation and the Physical Education Association on "School sport – a strategy for the future", was urged to take a sceptical look at the traditional goal of "playing for the school" – or even in any team competitions. Activities related to the health of the individual child may be more beneficial, the conference heard from Mr Len Almond, lecturer in the Department of PE, Loughborough University.

Mr Denis Howell, MP, a former Labour Minister for Sport, said this attitude worried him. Team games taught cooperation with your fellows and how to take defeat. He also thought the links between sport and education were weaker now than they were 20 years ago.

Challenging the predominance of team competitiveness, Mr Almond said there was a view prevalent that schools had some kind of responsibility for feeding the national teams. That was not the case. He questioned the value of inter-school fixtures. Were they a productive medium either for the development of the sport or for the development of the individual?

He quoted one survey of 140 PE teachers which showed they had on average spent 11 hours a week on inter-school teams. Yet those teams represented only 6–8 per cent of the school population. "Is that a proper way for a teacher to spend his time when thinking about the development of sport and PE?

In one school, 50 first-year boys turned up after school to play soccer but after three weeks the team was picked and the number turning up subsequently dropped to 13. Yet in a similar experiment when all the boys were guaranteed they would play in at least five games each, the number turning up dropped by only 10. "The present system has constrained children. Let's look at the idea of how we can encourage more comprehensive participation. What are the repercussions of today's physical activity on the health of children? That's more important than the performance of teams."

Concern at the rapid decline in school sport as traditionally understood was voiced by Mr Don Palmer, a London deputy head and chairman of the National Council for Schools Sports, representing 29 governing bodies of school sport. He outlined several causes:

- the declining readiness of teachers to put in hours of unpaid overtime supervising and accompanying teams;
- the widespread of activities now offered in secondary schools as "games";
- the deteriorating standard of facilities, particularly in the provision for cricket;
- in winter the growth of Sunday football, particularly for the 16–18 age group.

Mr Palmer said the decline in school provision had led to children seeking their sport outside, usually in clubs. "A lot of these are not well run, there is a poor level of control and play, only bad models are there for the children to imitate and excessive physical demands are made on the more talented."

Another factor contributing to this was the duplication of representative teams. "In many counties under-18 county school teams and under-18 county FA teams are run. This year six boys were parallel in a county which was in both finals. Adequate planning is needed."

An unashamed plea for the encouragement of excellence came from Miss Sue Campbell, director of the National Coaching Foundation. This was set up three years ago by the Sports Council to encourage and disseminate the best practice in all the major sports.

- a national council should be set up to accredit all vocational and training courses and ensure progression;
- the quality of Youth Training Scheme courses should be monitored and controlled by a central network, including HM Inspectors and industrial trainers;
- student grants should be dependent on candidates completing a Technical and Vocational Education Initiative couse;
- trade unions should press for a retraining levy from employers; and
- companies should provide more shared starter jobs like those at GEC in Coventry to give a greater number of young people training and work experience.

The relentless pursuit of trophies is being called into question

Inspectors praise active role in FE classes

HM Inspectors are satisfied with most of the teaching that goes on in institutions of further and higher education, both in advanced and non-advanced courses.

Just over four-fifths of the 2,255 lectures and classes they saw were satisfactory or better, with little difference between non-advanced and advanced courses. As in schools, the least effective classes were those where the lecturer adopted a formal approach, and the most effective those where students played an active part.

In non-advanced courses, most colleges had succeeded in adapting to changes but in one-tenth of visits improvements in the deployment of staff, linked to good retraining programmes, were still needed. Some lecturers in craft skills were reluctant to retrain and to transfer to pre-vocational work and Youth Training Scheme courses, the Inspectors noted.

Provision of materials for non-advanced work was judged satisfactory or better in just over four-fifths of education authorities; most of those where it was unsatisfactory were shire counties.

More information was needed on adult education, but in one-fifth of l.e.a.s, provision was unsatisfactory, particularly for the unemployed, the disadvantaged and minority groups.

HM Inspectors made 477 visits to institutions of further and higher education in the autumn of 1984: 111 to those concerned primarily with advanced work and 366 to those mainly involved with non-advanced further education.

Staffing was judged to be satisfactory in nearly all of the 34 local authority institutions concerned with teacher training that the Inspectors visited (out of a total of 39). But some lecturers were over-loaded, making it impossible for them to gain first-hand experience in schools.

The poor quality of the teaching observed was a worry: unsatisfactory in more than a quarter of all the sessions observed, and in half of those seen in the 19 polytechnic education departments. "As these tutors are the models for future teachers, this high proportion of unsatisfactory teaching cannot be considered acceptable," the Inspectors remark.

In West Germany a university place is rapidly losing its appeal for school leavers. In France, the universities are to come und independent scrutiny. *TES* correspondents report on problems and solutions in European higher education

Campus watchdog

FRANCE

The Socialist government's defeat next year is commonly considered a foregone conclusion, so President Mitterrand decided against celebrating its fourth anniversary this month. Instead, he held a solemn little ceremony to inaugurate a brand new university evaluation committee.

Described by *Le Monde* as a minor revolution in the history of French universities, the 50-strong monitoring body is presided over by Professor Laurent Schwartz, who has been pressing for an independent assessment of the universities since 1981.

The Education Ministry traditionally allows universities very little independence and distributes funds according to the number of students per square metre.

Undaunted by his audience of top ministry officials and university mandarins, M. Schwartz, who is something of a rebel in academic circles, insisted that the committee must have complete autonomy.

In France, the ministry has carried out both the evaluation and the allocation of resources, he pointed out. The two functions were irreconcilable, and frequently led to unjustifiable inequalities. "If this happens again, we shall speak out."

Nominated by President Mitterrand, the committee is heavily orientated towards scientific research; the arts are barely represented and only one member is a woman. It will produce an annual report on individual universities which will, it is hoped, provide the ministry with a better guide in the allocation of funds.

M. Schwartz said that an important task would be to let the public see how the universities function: "Our universities have their faults, but they are too often criticized and even despised. Evaluation is probably their unique chance to win back the public esteem they have lost."

M. Schwartz's enumeration of the questions the committee must answer sounded like a list of the ills besetting many French universities today: "Are the universities receptive to the outside world or are they turned in on themselves? How are they run? Are they dominated by pressure groups jealously protecting their own advantage? Do they make the most of their teaching core and do they know how to attract the best people? Are they fulfilling their function as training centres for secondary teachers? Are they innovative? What is the quality of life like?"

President Mitterrand has assured the committee that it will be independent, and that its report will be made public.

A few days later, at the august Collège de France, President Mitterrand officially thanked its professors for responding to his request last year for guidelines on education policy (*TES*, May 17).

Ignoring most of their proposals, which are at variance with present policy, he has selected only three for immediate action: the creation of a new open university; an educational and cultural television channel; and extension of the new university evaluation scheme to lycées (upper secondary schools).

Mary Follain

Leavers view degree course as a 'dead end' option

GERMANY

A degree course, once a stepping stone to a secure and respected future, is increasingly being seen as a "dead end" option for West German school leavers.

Fewer than 60 per cent of this year's 270,000 candidates for the A level equivalent *Abitur* intend to go on to higher education, compared with nearly 90 per cent in 1972. Instead, many qualified for university entrance will try for traineeships in the white-collar sector, or even apprenticeships in skilled trades.

This trend reflects the rising level of graduate unemployment, which has tripled in the past five years, as job opportunities have failed to keep pace with the expansion of higher education. While the product of the baby boom years of the 1960s has swelled student numbers to a record 1.3 million, recession-prompted cuts have closed the door to many traditional graduate careers, especially in the public sector, which at the beginning of the decade provided work for 60 per cent of graduates.

Worst hit by the opposing developments is the teaching profession, with the number of qualified teachers unemployed put at 60,000 by the largest teachers union, the GEW. As a result, less than 5 per cent of new undergraduates in the current academic year have chosen teacher training courses, compared with 40 per cent in 1971.

A recent two-day symposium on graduate unemployment, organized in Frankfurt by the GEW, urged Chancellor Kohl's centre-right government to abandon its pledges to cut taxes in favour of a medium-term job creation programme in the public sector, particularly in schools, universities, adult education and the social services. GEW chairman, Herr Dieter Wunder, threatened intensified teacher protests, unless graduate employment prospects were improved.

Technical answer: Many students qualified for university entrance will try t traineeships in the white-collar sector.

But even following his party's bruising defeats in mid-term regional elections, Herr Kohl is firmly resisting pressure for an about turn on public sector cuts. Without government action, graduate unemployment, according to the Nuremberg Institute for Labour Market Research, will rise to two million by the year 2000, with only one in three university leavers finding work.

A further deterrent to higher education, according to the GEW, has been the present government's replacement of grants by repayable loans. A school leaver deciding about college or university has to consider not only dwindling job prospects, but also a debt of 40,000 marks (£10,000) after graduating.

In addition, the chronic overcrowding in the country's universities, built to cope with barely half the present student population, have made studying a less attractive proposition. In a recent nationwide survey organized by the Conservative Students Association into the quality of university teachi the most frequent complaint co cerned the lack of personal cont with lecturers and professors.

This month, 20,000 medical studen staged a three-day boycott of 28 c versities in protest against intern examination results, in which nea half the country's medical studen failed.

Parents, too, are favouring alterna tives to higher education for th children. Almost two thirds of parer questioned in a survey by the Institu of School Development Research a Dortmund University believed the combination of *Abitur* and traineesh offered better career chances than a degree.

The growth in the number of school leavers with *Abitur* deciding against university – a total of 200,000 since 1981 – has been expressly welcomed by the federal Education Ministry, which has introduced various measures aimed at making the vocational traini ing option more attractive.

Paul Bendelow

Anne Good reports on the growing momentum in the EEC for girls to gain more rights in education

Brussels in positive mood

For the first time positive action for girls in school will be the main item on the agenda of EEC education ministers when they meet in Luxemburg on Monday.

Following last year's initiative, under the Irish presidency of the Council, which culminated in a high-level conference on equal opportunities in education in Brussels in November.

The current president of the council, the Italian Education Minister, Franca Falcucci, has taken up the issue with enthusiasm. Ministers are now being asked to back formally a community action programme to achieve greater equality for girls in education.

Mr Peter Sutherland, the EEC Commissioner responsible for education, is confident that the ministers will agree to the plan. "This should mark the start of a new dimension in the area of education" he told the European Parliament's education committee recently. Mr Sutherland said that the EEC must try harder to ensure women's equality and that education was a key issue. Laws will not change society "unless positive action to reduce stereotyping is taken early on – within the school systems", he said.

The action programme aims at guaranteeing equal access for girls and boys to all kinds of education and training and encouraging both sexes to make non-traditional subjects and career choices. The programme will stress ways of encouraging girls to move into "new and expanding sectors . . . such as the new information technologies and biotechnology".

Under the action programme, the European Commission will part-fund pilot schemes on equality in schools and help members states' educational authorities draw up practical guidelines. National or local schemes which could be easily applied in other countries will get priority for funding.

The commission hopes to cooperate with teachers' unions in carrying out the action programme, which will aim to have impact on teacher training, career possibilities for women and men in the profession.

The ministers will ask the commission to carry out information campaigns, research and funding visits abroad and the setting up of a working party of senior civil servants, experts and equal opportunities bodies from all over the EEC to pool experience and monitor the action programme.

All this will depend on finance and Mr Sutherland told the European Parliament committee he hoped the programme would be given "appropriate" funding in the 1986 EEC budget.

Some EEC officials fear that ministers will not follow up their political commitment with a financial one and that the programme will remain a token gesture. That particular battle will be fought next week when negotiations on the 1986 budget open.

For Sir Keith Joseph, who will attend the ministers' meeting, another item on the agenda will be of "burning interest", according to a British government official in Brussels.

Cooperation between higher education and industry is "extremely topical in the UK", he said and the Italian presidency has asked ministers to look at ways in which the Community can encourage such links.

The Italians will point out that the EEC has already launched research and development programmes in information technologies and industri technologies but has done little t ensure that industry can find sufficien numbers of engineers, executives an technicians to put the research int practice.

Mr Sutherland has already called fo a similar programme, to be calle COMETT (Community Programme for Education and Training for Tech nologies), and to include community backing for student placement in com panies, joint production of teaching materials, technical and management training and information exchange.

The ministers will be asked to look at ways to tackle two basic problems o training in Europe: initial training i higher education which is too academic and company training cut o from the universities.

For the first time since 1976, educa tion ministers will also discuss teaching about Europe and the development o a "European identity" in schools.

The European Commission is asking the ministers to back its plans fo increasing cooperation between higher education institutions in the communi ity. In comparison with its main indus trial rivals, the US and Japan, Europ does little to foster contacts between students and teachers across nationa boundaries. This is reflected in the fa that only 1 per cent of Europea students are currently studying in another member state.

The commission would like to change this by expanding its high education cooperation. It will be asking the ministers to give a big budget for these programmes in 19 and to launch an EEC scholarsh scheme to help students do part o their studies in another EEC countr

Higher and lower orders

After four relatively placid years at the Education Department, the Reagan administration is now vigorously promoting a staunchly right-wing agenda for public education (see right).

The Education Secretary William Bennett has given the back of his hand to policies aimed at equalizing educational chances for poor, handicapped, minority and low-achieving youngsters – policies initiated more than two decades back and quietly maintained by his predecessor, Terrel Bell.

In place of that equal opportunity agenda, there is an unprecedented effort to involve Washington more directly in shaping the ideological content of public education.

DAVID KIRP'S AMERICA

The Heritage Foundation, an influential conservative think tank in Washington, spelled it out in a White Paper prepared shortly after Reagan's 1980 election; and the President himself turned "back to basics". Under Secretary Bell, though, those ideological pressures were kept firmly under control.

But things began to change dramatically after Mr Bell announced his retirement last winter. The Heritage Foundation assumed centre stage. It actually screened prospective successors, including Bennett, on behalf of the White House, something that had never been done before. And, under Mr Bennett, the foundation's day-dreams have become the conventional wisdom.

Mr Bennett is a thoughtful conservative, and some of his suggestions – for greatly increasing the attention paid to history in the schools and for a curriculum that emphasizes critical thinking – while not exactly new, have been well-taken. His subordinates, however, have been another story.

One staffer appointed by Bennett was Lawrence Uzell, the man fired by Bell. In a recent hearing on aid to handicapped pupils, before a Senate committee, Uzell blamed the decline in students' overall Scholastic Aptitude Test scores on increased spending for the handicapped, the theory apparently being that ordinary children were being shortchanged.

Far more outrageous were the positions advanced at the same hearing by Eileen Marie Gardner, selected by Bennett to head up a new Office of Educational Philosophy and Practice. Gardner derided the handicapped as a "selfish" interest group – and a "lower" group to boot – that has "drained resources from the normal school population.

Nor was that all, for it turns out that Gardner, being a philosopher, was nothing if not consistent. She believed in higher and lower orders of everything, premised on a person's "level of inner spiritual development . . . Nothing comes to an individual that he has not (at some point in his life) summoned."

This exposition proved too much even for Bennett, who responded to a firestorm of criticism by dissociating himself from Uzell and Gardner; shortly thereafter, the two appointees resigned.

Secretary Bennett is currently promoting a merger of the Education Department's research arm, overseen by a board comprised not of scholars but of politically reliable types, with the bureau that collects national education statistics. This shift raised the spectre that data will be collected in order to promote a cause. And however this latest issue gets resolved, Bennett retains close ties to the Heritage Foundation. They are his real counsel – and that's continuing bad news for those concerned about equity.

Streaming in two-track schools urged by Bennett

UNITED STATES

The US Education Secretary, Mr William Bennett, whose first three months in office have tended to be longer on rhetoric than action, has thrown another stone into the educational pond by suggesting that American high schools should stream their pupils on European lines.

He told a Chicago newspaper last week that he favoured two-track schools, offering one course of study for students bound for college and another for those who are not. Such a move would fly in the face of current practice which offers, at least in theory, equality of opportunity for all.

However, he backed at the idea of selection for his proposed system. He said that students would be allowed to choose their "track", rather than be sorted out by tests.

There were no more details, possibly because Mr Bennett is a former professor of philosophy and law who has no experience of teaching practices in schools.

The only reaction so far has come from Ms Mary Futrell, president of the National Education Association. She is whole heartedly against the idea.

Meanwhile, the Education Secretary has been getting himself into another confused situation in Chicago. Some weeks ago he agreed to join a

William Bennett

task force of political, business and educational heavyweights, being set up to tackle the growing problems of the city's schools. Chicago has a high-school dropout rate of 43 per cent, and a history of labour disputes between teachers and the school board.

Mr Bennett has now changed his mind. When news of his participation in the Chicago project leaked out the was beseiged by requests to join similar panels elsewhere – all of which were turned down by his staff. He has now told the Chicago organizers that he will participate – but he will not be a member of the panel. Last week, no one at the Education Department was quite sure what that meant.

Bill Norris

Bill Norris reports on some student innovators

New dimension

Not too many high school students get geometric theorems named after them, but Rob Stringer of Weston, Massachusetts, has just joined the exclusive band.

Stringer, in his second year at high school, was better known for his casual dress and his messy homework papers before achieving instant fame. What he did was to find a new way of dividing a triangle into five parts, and he did it by using a computer. "I knew immediately that this was something totally different and new," said his teacher, Richard Houde.

The theorem, now known to posterity as "Stringer's conjecture", was arrived at by using a program developed by Judah Schwartz, an engineering science and education professor at Massachusetts Institute of Technology and co-director of Harvard University's educational technology centre. Known as the "geometric supposer", it enabled Stringer to test his hunch by constructing and measuring triangles of different dimensions much more quickly than would have been possible by hand. The program allows students to measure lengths, areas and angles, by pressing a few buttons.

When Professor Schwartz designed the program, he had in mind the clear aim of letting students understand that they, too, could participate in the making of science. "Once you have a mechanism for exploring conjectures, you're more likely to make them," he said. "If we were to teach writing the way we teach maths, students would keep reading sonnets by Donne and plays by Shakespeare and never write a word of poetry or a line of prose."

Rob Stringer's success has inspired his classmates, who are now anxious for the same notoriety. "All my students want to be famous," says Houde. "They keep running up to me with their solutions and asking, 'Did I come up with something new?' "

Sound investment

Some time in 1987, if all goes well, the Space Shuttle will be taking off with an experiment on board which has been created from scratch by a group of high school students. The students, members of a programme for gifted pupils in Norfolk, Virginia, have been working for almost 12 months on a project which has attracted the attention of scientists in England and elsewhere.

What they are doing is to take a sound wave experiment that has been done on Earth, and adapt it to the Space Shuttle where it will be free of gravity-induced errors. By beaming a high frequency sound at a sphere, they will study how a sound wave pushes a solid object without the interference of a gravitational pull.

The outcome could lead to improved methods of checking for cracks in aircraft wings, or enhancing ultrasound testing of pregnant women.

The project's chief engineer is Casey Golliher, a 17-year-old who hopes to be an aerospace engineer. "School's pretty easy to me," he said, "but this isn't easy. This is like work."

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It's time for an open-minded look at promotion

Sir – My experiences in recent weeks have led me to the belief that pressure for increased standards in the teaching profession is causing an unjustifiable narrowness of outlook in those responsible for appointing teachers.

I entered the primary teaching profession almost six years ago with a degree from Oxford, a year's work experience and a PGCE in primary education. After qualifying, I had over two years' successful classroom teaching experience. My mistake was to seize the opportunity to live in Australia for a couple of years. There, at a time of high teacher unemployment, I considered myself fortunate to obtain a job teaching in a large private junior school.

The methods used in the school were at odds with much English primary practice but I found my experience of a traditional education system to be, at worst, thought-provoking and, at best, stimulating and challenging. I kept in touch with educational thought through study for a Masters degree in Education which I was awarded this year, with merit, after three years of demanding part-time study.

On my return to England in September, I found my experience in Australia consistently counted against me when I applied for teaching positions. I was advised to undertake supply or part-time work in order to "prove" myself. This I did and obtained two part-time positions in small schools where I undertook responsibility for the teaching and development of science. I worked hard to become familiar with curriculum developments and to implement them in the schools. I did "prove" myself to my headteachers and they have provided excellent references for my recent job applications.

But it seems this is not enough. I am not even being considered for most of the promotional appointments for which I apply, because my present posts are only part-time. At a recent interview I did attend for a Scale 2 post in science no appointment was made. Following a gruelling one hour long interview before a panel of twelve people, I was told that my qualifications were excellent, that I interviewed impressively but that my classroom teaching abilities remained unproven. I had also, through a year of part-time teaching, become over-specialized in science. I was advised to apply for Scale 1 positions.

I do not claim to be a "super-teacher" but what do our employers want in a Scale 2 post? I, for one, would welcome restructuring of the teaching profession if it would lead to realistic promotion opportunities by open-minded appointment bodies.

SUSAN BUTCHER
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Glastonbury
Somerset

Tossed aside

Sir – I read Elizabeth Ashdown's letter "Older women" (*TES*, May 17) and felt immediate sympathy and understanding of her situation.

I did not start my teaching career proper until my mid-forties. I obtained my first post with little difficulty (jobs were then plentiful) and I was advised by one college tutor to stay just for a year or so and then look elsewhere.

My first year was far from easy, but I had a helpful headmaster and most supportive colleagues and so I survived. It seemed ungrateful after having been nurtured and helped through all my teething problems and having cut my teeth (one needs a good, strong set these days) that I should then put them to use elsewhere.

Some time afterwards being more experienced and in what I thought was my prime in my career I tried for promotion in other schools. I then tried several times for demotion, but nearer home, (a financial advantage): I did not achieve a single interview.

Recently I have attempted a crab-like sideways movement and I have also applied to teach adults in evening classes – I am interested in Continuing Education and Education for the Third Age – the result – nothing at all. I imagine that one look at my date of birth or inquiry about it and my application forms and letters are tossed into the waste paper basket.

I can see now that in education (and I suspect in other walks of life) a man can get to the top, or near it, when he is mediocre. A woman needs to be husbandless, childless, ruthless or brilliant – or all four.

PAMELA MILLER
Little Oaks
Painters Forstal
Faversham
Kent

Declining role

Sir – I read with great interest Hilary Wilce's article "Pay cake crumbs for women" (*TES*, May 3) in which she quotes recently published figures from the Burnham Committee's pay data working party along with findings from the NUT's internal analysis regarding male / female roles in education.

The situation described certainly reflects the experiences of our members and their understanding of the current role of women in education, namely that the situation regarding their placement in the most senior posts is worsening rather than improving.

Many of our members work in co-educational schools and recognize the value of having male and female pupils and teachers in the same school. However, it is noted and requested, as indicated in the article, that the number of women heads has declined along with the number of girls' schools.

At our conference last year 140 of the 160 delegates present had attended single sex schools for girls. Even allowing for the fact that there were more such schools when many of the senior women present were at school, such a large majority gave rise to reflection upon the vices and virtues of single sex versus co-educational education. Do girls develop more fully as leaders and decision makers in single sex schools and, if this is so, what can be done to transport to the co-educational school those circumstances which allow for success in these areas?

HEATHER SHAW
Chairperson
Women in Education: The National Association
12 Pym Street
Heywood, Lancs

House-trained

Sir – When the Reverend Peter Mullen decided to take up arms against Saturday morning television for children – "Saturday morning fever" (*TES*, May 17) – he did so with a forcefulness and clarity which is only to be admired. Sadly, however, the factual basis of his argument left a good deal to be desired.

After discussion with my colleagues, I cannot accept Mr Mullen's sweeping generalization that *all* Saturday morning programmes are presented by "personalities", these, by his own definition, being people who appear regularly on television. *No 73* is, in fact, presented by actors, each portraying a carefully structured role within the television "house". Each character is clearly defined by appearance, attitude and approach. Far from exchanging "sub-conversational grunts", we attempt to deal with topics ranging from early boy-girl relationships to unemployment and financial hardships. A far cry, I would suggest, from the assertion that we are pumping out vacuous entertainment for a studio audience.

Your correspondent is dismissive of the "flashing lights and black leather" aspect of Saturday morning television. The pop scene is obviously not to his taste but it cannot be dismissed out of hand. Also, the pop music content of any 1 hour 20 minute *No 73* programme is, at most, five minutes.

The children's team at TVS have, over three years, striven to develop a house that children believe in totally and characters who do arouse definite emotions within young viewers. Our aim has been to focus the individual child's attention.

Our occasional phone-ins seek the callers' opinions on the development of the storyline or their participation in one of the mornings' activities. Precious air-time is not wasted with details of their favourite videos or the colour of pop stars' pyjamas.

Without a studio setting or audience, personalities or endless prizes, we have attempted to create an atmosphere in which a multitude of subjects can be dealt with frankly and adequately. It is a genuine attempt to get well away from the type of programme so roundly denounced in Peter Mullen's article.

Constructive criticism is welcome but Mr Mullen's attack appears to be based on a rather dated and random piece of television viewing.

Let me assure him that you cannot patronise a television audience of children. They are not only demanding but critical and have a very clear idea of where the "off" button is.

SANDI TOKSVIG
(Ethel of *No 73*)
TVS
Maidstone

Saturday morning fever

Teachers are fighting a losing battle against televised trash and tripe, Peter Mullen argues.

"These hours of television are traditional grounds for unfair criticism. Let the more biased among readers make their own judgements, says the author of *No 73*

● *TES* May 17

No celebration

Sir – To illustrate the absurdity of the current state of teachers' salaries I should like to relate the following incident which happened to me last week.

I attended an interview for a Scale 3 Head of Department job at a school near Slough and from eight people interviewed was offered the post. Instead of this being a cause for celebration as one might expect, it quickly turned into a cause for concern as I realized that to accept the job and move into the area would result in a drop in the standard of living (a modest one by any standards) currently enjoyed by myself my wife and two small children.

Reluctantly I turned the job down having worked out that promotion would mean we were financially worse off! The facts are; on my present Scale 2 salary of £9,201 we struggle to meet the mortgage repayments on £20,000. If I had taken the Scale 3 post from September my salary (including an increment and the London Fringe allowance) would have risen to approximately £11,000, assuming the Government allows 4 per cent increase in teachers' salary. To buy a house in the Slough area, even approaching the standard of our modest three-bedroom turn-of-the-century terraced house in the Medway Towns would have meant a mortgage of £30,000–£35,000!

There are those who would say the fault lies with house prices or that the situation is not unique to the teaching profession but I cannot help feeling that if in "industry" I had been "the right man for the job" I would have no need to relate this sorry tale now.

Surely it is time that the 33 per cent erosion of pay since 1974 is recognized by the Government and steps taken to see that my unhappy experience does not happen to others.

A LAW
173 Nelson Road
Gillingham
Kent

About turn!

Sir – As the current salaries dispute continues, and especially in view of the inflammatory statements of the Secretary of State, I am forced to reflect on the value which this country seems to put on the services of its teachers, and on the way that this seems to have changed during my career.

Almost 30 years ago, when I left the Army as a senior NCO, and took up teaching, my pay increased by 100 per cent. Today, a young man making a similar transfer could obtain an increase of 65 per cent – but only if he made the change in the *reverse direction*!

G H KITCHIN
Cheadle High School
Cheadle
Stoke-on-Trent

Human skills

Sir, – It seems to me that the continuing controversy about computers in the classroom could be seen in a larger perspective. Consider, for instance, the argument, recently aired on television, that computers decrease arithmetical skills.

The larger perspective is this: we have computer technology and it is here to stay. The ability of machines to store and retrieve information inevitably raises the question, "What are *human* skills?", since machines can obviously perform better in areas which until recently were thought to be specifically human.

If machines can perform better with arithmetical information than humans can, it is arguable that this is not a specifically human function; it would then follow that to train our children in it is to train them in something which is both mechanical and outmoded.

If this is so, then perhaps we should be letting the machines do what they are best at, and then humans may find what they are best at. I submit that this will in the future turn out to be surveying the larger units which are composed of the smaller units with which arithmetic and similar functions are concerned. Larger units, the epiphenomena, have *meaning*, which is invisible to machines. A machine can log all the notes in Beethoven's Fifth Symphony, but it will not discover why the symphony is meaningful.

R A H WATERFIELD
President
Saros International
1 Ashford Road
Cricklewood
London NW2

Silent friend

Sir, – I would not presume to challenge Andrew Cowie (*TES*, April 26) on the soundness of his views regarding the use of microcomputers in schools, but I feel that he has rather missed the point.

For some time now, the pocket calculator has been around to help with the number crunching and by removing much of the sheer drudgery has gone a long way towards freeing pupils for thought, reflection and analysis. Pupils enjoy using them and in controlled conditions they are a welcome asset.

The microcomputer is furthering the same process, but on an altogether higher order. Most girls and boys know meet a micro initially as a machine on which they play games, and, but for school, this is where it ends for most. Access to one in or near the classroom gives an introduction to a silent friend: ruthlessly logical; which gives no quarter, but which is consistent and fair. A child's mistakes are between it and the machine. This can free many from the threatening situations that can develop in the presence of classmates and (perhaps) some teachers.

Out of the software available, there is some which offers useful mathematical and organizational experience. Best of all, pupils will learn to build their own programmes: perhaps a simple game, or something to extend an investigation begun in the classroom. I need no further justification for the use of microcomputers in school than the manifest pleasure and motivation which I have seen in pupils engaged on this work.

Naturally, to do this they need to learn as much Basic as they want, but so what? I am teaching mathematics, not computer programming. I leave this to Mr Cowie for as long as our primitive machines render it necessary.

M A O'CONNOR
Edington Road
Abbey Wood
London SE2

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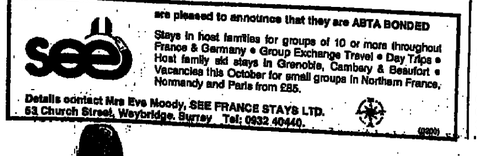
Hypocrisy

Sir – The remarks attributed to Mr Dunn in your report of his address to the Professional Council for Religious Education will surely prompt a response from many of your readers. Regarding school worship – this is a cherished privilege for those who are believers, be they Christian, Muslim, Hindu, or whatever. As a Christian I do not want children to conclude that it is something that anyone can do, regardless of personal faith. To invite children in our maintained system (I say nothing of denominational schools), to assemble for an act of worship knowing that most of them and the majority of their teachers have no religious belief is to cheapen worship and encourage hypocrisy. It is Christians and other believers more than any other groups or individuals who should oppose Mr Dunn and seek the abolition of school worship, if he attempts to enforce the letter of the Act.

Underlying Mr Dunn's remarks is the view that schools are appropriate places for promoting religious belief. This is an opinion which many specialists in religious education, most of them Christians like myself, have rejected. Schools should teach about religion and about politics, so that Britain may be an informed and educated democracy, but schools should also be non-religious and non-political as institutions.

W OWEN COLE
134 Worcester Road
Chichester
West Sussex

Travel



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Don't confuse school sport with PE

Sir – It was with dismay that I read the attack on the "current state of physical education in this country" by Nigel Hook (*TES*, May 17). There seem to be some very serious misconceptions about physical education in his article, surprising when one considers the high office he holds.

School sport is not physical education. It may be an important part of it but for the 80 per cent of children not able enough to represent the school, it is not educationally relevant. Is Mr Hook suggesting that we forsake these children to produce players for our national teams? It is my opinion, together with many of my colleagues, that we should, through the latest developments in the teaching of games, allow all children the pleasure and satisfaction of being able to play, and more importantly, understand games – a privilege hitherto reserved for the more talented players.

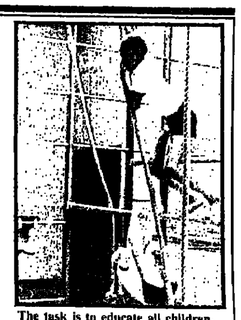
If Mr Hook and his fellow critics looked more closely at what they call the "charade" of the physical education programme they will see that this philosophy underpins all of the modern PE curriculum. The task is to educate all the children, not coach the talented few. Modern programmes are designed with "learning" as the priority, so that this understanding can develop, not only in games, but in gymnastics, and dance, indeed all aspects of the curriculum.

The health-related fitness programmes (this being a more correct description), so scathingly mentioned, are in fact designed to increase levels of performance and participation in all sports by increasing knowledge of the development of fitness and health, and how to maintain and promote that development by their own initiative using the facilities increasingly available in local leisure centres.

Thus, an important aim of physical education is to encourage and equip the young person to continue his or her physical education after leaving school, whether employed or not. If this results in Mr. Tennick and his colleagues enjoying higher standards at national level, many physical educators would applaud, but this would be the end rather than the means.

Finally, one area where I agree with Mr Hook is that any encouragement given to teachers who supervise teams in their own time would be beneficial. However, as far as his arguments are concerned, he should know that you don't always win the game merely by putting the ball in the other person's court.

ALAN MOULD
Head of PE
Archbishop Mostyn RC High School
Wenvoe
Cardiff



The task is to educate all children.

Maximum effort

Sir – I was delighted to read the article by Virginia Makins (*TES*, May 17) about Chamberlayne Wood primary school. Her description of the sound work done there is very true, but it was a pity that she did not tell your readers that such a school can only achieve such standards if the leadership of the headteacher is outstanding. And the leadership at Chamberlayne Wood school is superb, as I know the teachers there would agree.

During the headship of Gill Pitt the school has undergone a major improvement. There were many months of disruption when builders swarmed over the school, but in spite of that, Mrs Pitt and her staff did not weaken in their determination to ensure that the children would derive maximum benefit from their school days.

Chamberlayne Wood can rightly be proud of its achievements, and Ms Makins has done them a good deed.

GWENNETH M RICKUS
Formerly director of education
London Borough of Brent
2 Cranwell Close
Bransgore
Christchurch, Dorset

Bee-wildering

Sir – There is plenty of scope for beekeeping in primary schools and there are plenty of young beekeepers about (*TES*, May 17). Teaching beginner beekeepers, however, needs a careful plan. The photograph of two young beekeepers introducing the series "Good primary practice" is atrocious.

As a beekeeper of many years, headmaster of a primary school, vice-chairman of the Cheshire Beekeepers Association and chairman of the education committee, I must protest at this extremely bad start: your photograph depicts two beekeepers and an opened hive precariously balanced on two bricks, one child is wearing neither veil, nor gloves nor wellingtons. This child would most certainly be stung under real conditions.

To put a caption that this is good primary practice is misleading. I hope that you and the school involved have adequate insurance cover because if this is an example of good primary practice, you are going to need it.

A A J VAN SUCHTELEN
Headmaster
Oughtrington County Primary School
Howard Avenue
Lymm, Cheshire

Overworked

Sir – In all the furore over Dr Rae and what he did or did not write (*TES*, May 17), everyone seems to have missed one point. The article states "even the headmaster was teaching 18 periods a week – a full timetable for most ordinary masters in most public schools".

If this statement is true, it is no wonder Dr Rae was unimpressed by the teaching. My own timetable as head of a large practical department is 35 periods a week and I am sure this is not exceptional.

JOHN ELLERBY
19 The Esplanade
Hornsea
East Yorkshire

Elite group

Sir – John Walton (*TES*, May 10) and other physics teachers will be interested to know that fifth-form pupils responding to a talk-and-chalk approach seem to occupy an "elite" stereotype grouping in physics classes. Recent research shows that such pupils are invariably introverted boys who seem to care little for the processes of physics but see the subject as just a body of factual knowledge to be mastered. However, this élitist group do seem to understand the subject – it is not necessary for these pupils to learn by experiment to learn physics.

All this does not mean that physics should not be taught by experiment. Most other pupil-groups, including nearly all the girls, benefit or could benefit in terms of both enjoyment and good grades when the learning actively involves manipulating equipment.

A W PELL
1 The Bartons Close
Dallington, Northampton

A level grading

Sir – I am sure that Christopher Price would agree that mere repetition of a fallacy does not make it less fallacious, I suppose, however, that Charles Smith's recent allegations in *The Guardian* about the GCE A level system were too convenient to be ignored (Diary, *TES*, May 17), even though they were based on a disturbing combination of ignorance and misunderstanding.

The GCE boards have never allowed themselves to be manipulated to reduce A level awards so as to restrict entries into higher education. The boards regard themselves as being under a firm, moral obligation to keep to standards of performance required for the award of particular grades constant from year to year. If the Government reduces the number of university places available, then admissions officers have the unenviable task of tightening up their entrance requirements, as Mr Price points out and as most of your readers will have realized.

As for the investigation into the A level grading system ("row" as Mr Price calls it), the inadequacies were first raised publicly by the JMB in 1969, although the resulting attempt to get the Government to change the system failed at the last hurdle. The JMB launched a further attempt at reform in June 1983 (the JMB leaflet "Problems of the GCE Advanced level grading scheme" was widely reported in the press at the time). The argument was taken up by *The Guardian* about a year later, by which time a new investigation had already been set in motion by the Secondary Examinations Council.

Christopher Price would be welcome to come to the JMB to look around and bring himself up to date on the realities of public examinations. His last visit took place many years ago and he might find a further visit useful.

COLIN VICKERMAN
Secretary to the
Joint Matriculation Board

Indisputable

Sir – On May 17 Mike Durham implied that North Yorkshire County Council had signed the six point declaration on teachers' pay drawn up by the NUT, and stated that the Authority "has been in internal dispute over the issue". This is not the case because:

● The chairman of the education committee, authorized by an all party group of members, has drafted the Authority's own statement concerning teachers' pay and this has been agreed both with the NUT and the NAS/UWT.

● There has been no internal dispute of any kind on this issue.

F F EVANS
County Education Officer
County Hall
Northallerton

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Problems in history

MARION SHARPLES & RUTH HUDSPITH

History's place in the curriculum is assured and will be strengthened. This has happened through the emphasis on problem-solving and decision evaluation, encouraged especially by TVEI. History is inherently the greatest source of information on all aspects of policy formation, executive decisions, and their impact at international, national and household levels.

The roots of the present curriculum initiatives lie in policy science. The best short account we know is by Y Dror in *From Management Science to Policy Science*, in *Public Policy* ed C Pollitt. Policy science seems to us to be a synthesis of the strategies of American comparative politics, management science, and "Technik" the German word for solution of problems using all the disciplines. It is very "time-sensitive".

Mr Nigel Lawson implemented one of its techniques in 1983. He set up two groups to study the problem of unemployment. The brief of one group was to study and report on the efforts being made by present governments of many countries to ease this massive problem. The other group was to enquire into unemployment and policies in the 1930s. This group presented its 23rd paper to Mr Lawson in the autumn of 1984. One result seems to be a better understanding of what J M Keynes actually said.

Before A J P Taylor goes through the roof of All Souls, may we point out that policy science does not see history as a blue-print for the future. Yet at least it might be possible to avoid the repetition of bad decisions and highlight choices, and decisions of high risk and minimum risk. Furthermore historical knowledge can be of present use. Barnes Wallis's bouncing bomb was suggested to him by the techniques of Nelson's gunners at the Battle of the Nile and the Flying Fortress fomation by the Armada's Eagle Formation.

History can help to understand success and failure. It can suggest ways of removing constraints. The present quiet revolution in the City of London to provide easier access to risk capital is based on German financial systems in use since the mid-nineteenth century.

The alternative to problem-oriented history is to study the subject for sheer pleasure without attempting to understand it. While that is a perfectly valid interest, we are being shaken out of luxuries and ruts by Sir Keith Joseph and Lord Young, and rightly so. The problems of unemployment, defence costs, famine and pollution threaten to out-run our capacity to deal with them.

TVEI and all revisions of school work are part of a national campaign for training in methods of information search, decision making, discussion of ideas from all sources, and evaluation of what we have done. History scores high in all these respects, especially the last.

The trouble with best practice is that its frontiers are always moving forwards. Perhaps, the engineers understand this better than any. The speed with which Insect programmes and internal revisions of schemes of work are moving in creating intense stress. We got on our horses and, like Browning's hero, "galloped off in all directions".

So from our outpost near Hadrian's frontier, we make a request.

To ease the fast diffusion of good practice in history, my school invites all teachers of history to forward one clearly typed example of a problem-based teaching unit. We suggest that the unit be based on the useful structure of the economics project:-

- Key concepts of ideas
- Core information
- Organization (this might follow "Jutland" in Dickinson and Lee's *History Teaching*)
- Main skills tested
- Main resources

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The Historical Association will discuss problem-solving at a conference next July. An existing resource bank would provide a useful basis for analysis. We would especially welcome units which are multi-cultural or which examine the relationships between political decisions, and either economic or military decisions.

Please forward your contribution to: The History Department, Haydon Bridge High School, Haydon Bridge, Northumberland, NE47 6LR.

Marion Sharples is deputy head and head of history at Haydon Bridge. Ruth Hudspith will be head of history from September.

Make space for parents

JOHN RUDD

Reading the concern of many teachers regarding the presence of parents in our schools reinforces my belief that despite so much huffing and puffing the walls of misguided professionalism are still standing. The barriers built by generations of teachers are still as firm as ever and the isolation and alienation of our parents continues unabated.

The parent is the key figure in any child's education; to ignore their effects upon the child is a grave error; to disregard the benefits of close cooperation is a useless waste of opportunity. The horror stories of illiterate grandparents taking reading lessons are, I agree, frightening, but I believe exceptional, particularly in schools where there has been a thoughtfully planned approach to parental involvement.

As a school which has, for many years, been a forerunner in the area of parental involvement, we have a quite clearly defined policy towards parental assistance, the main factor being that the parent is involved largely with the education of their *own* child. The Belfield Reading Project linked parents into their own child's reading development. It asked for and, in the main, received the assistance of the parent in giving direct support each evening towards their child's reading programme.

This has had the all-important effect of creating a supportive home learning environment in what had been a largely negative educational atmosphere. It has brought teacher and parent closer together and ensured a consistent approach to a major curricular area both at home and at school.

There are, of course, numerous projects of a similar nature throughout the country, notably in the PACT scheme in London and in Coventry. These schemes and others similar do not in any way threaten professionalism or status but give parents their undeniable right to share in the responsibility of their child's education.

A similar project, again aimed at reading, invites parents into school to work with their own children in reading games. Once again, the emphasis is on working with their *own* child although some parents who work will arrange a surrogate for their child. This session, a copy of the scheme begun at Fox Hill in Sheffield, is supervised by a teacher; preparation with the parent being seen as essential.

Less direct contact is also available where parents join the infant children in an activity afternoon once a week. Here, parents join groups of children in table games, play activities, painting and modelling. These occasions are seen as an enjoyable and friendly session with children, parents and teachers involved together. The possibilities of language development are greatly extended, play improved and the opportunity for talk increased with the addition of interested adults.

There are, of course, numerous other examples where the involvement of parents brings a further dimension. Many parents have skills which we cannot afford to ignore. Our "illiterate" grandparents quite recently brought a study of toys in the past alive in personal interviews with a group of third year children. None of the examples quoted are in any way a threat to teachers, more likely an enrichment of the educational process within the school.

There are, of course, safeguards and procedures which would be followed in many cases where parents and the community become involved in working situations. But let us remember whose children they are; parents have a right to be involved. The education of the young is a responsibility we must learn to share. Perhaps the parents' understanding of what goes on in schools will decrease their suspicion and bring teachers and education the support we need to maintain a system under threat.

John Rudd is head of Belfield Community School, Rochdale.

Hard going at start

ARTHUR PICKERING

I am surprised that Valerie Marshall (*TES*, April 5) finds so much to criticize in the English Syllabus B of the Northern Examining Association. The points made regarding teachers' work-load are perfectly understandable and justified. Any schools entering candidates for this syllabus, which are not familiar with the JMB Alternative D, will find it tough going to begin with.

However, as one who is experienced in Alternative D, as a class teacher and inter-school assessor, I would suggest that it is an excellent method of teaching English, and that it more accurately measures a candidate's true ability. The new Syllabus B smoothly takes the place of Alternative D and Mode III CSE courses, and eliminates the irritation of having students who develop to O level standard late in a Mode 3 course.

The new syllabus B does look like a daunting task for all teachers involved in the teaching of English. It would, I am sure, be helpful if more contact could be made between teachers experienced in Alternative D and those who will be teaching the new Syllabus B, where doubts could be discussed and many worries dispelled.

Some points made by Valerie Marshall were rather contentious.

The wording associated with grade U (which, incidentally, does not correspond to the old grade below 'O' level grade E) is not offensive taken in the right context. I do not see how a candidate could have the ability and motivation to be described as having put in "much time and trouble" and still be in the category for grade U.

I think it is unfortunate that U was chosen because of its links with the 'O' level grading system. The grade would equate to the old CSE grade 6, which, to my mind, indicates a candidate who has not tried, or, more significantly, a candidate whose special difficulties suggest that a different course would have been more appropriate.

The work "done unaided in class" can simply mean the comprehension tests which are a normal part of English teaching.

With regard to the description of assignments, preparation time etc, this again is not as complicated as it may seem. After stating the average length of a lesson in a particular school, it is then only a matter of stating something like "Two lessons discussion followed by three homeworks to complete."

The description of assignments is essential for external assessors so that they can understand the task set. Here again, only a brief description is needed, and schools may use the same assignment for several different groups, thereby reducing the final list of assignment descriptions.

With regard to the credibility of the system, the JMB Alternative D has run for many years, without any serious problems. It also needs to be fully understood, that the class teacher's assessment is followed by internal moderation, followed by inter-school assessment, with the final safeguard being the Review Panel, which determines the accuracy of a school's grades. Only after this lengthy procedure, are grades confirmed or modified.

I see the partial control of an examination system by teachers as a tremendous benefit to the profession and to students, not as an 'ominous' move by the examining boards.

I am fully convinced that the system of examination by coursework, is more satisfying to the student, and, eventually to the teachers involved. Any system which is designed to allow students to display their abilities over a period of four terms, must be a better alternative to trying to be creative to order at a specific time, on a specific day, as required by the present system.

Arthur Pickering is senior master at Sheldon Heath Comprehensive, Birmingham.

Practical philosophy

CHRISTOPHER THOMSON

Half-way through his teaching practice and dismayed by the struggle to maintain the attention and interest of his second-years, Mr Thomson resolved upon a measure to bolster his flagging confidence.

Toward the end of the lesson he asked for quiet and when the voices round the classroom lulled, he wrote on the blackboard:

"Si come dice lo Filosofo nel principio de la Prima Filosofia, tutti li uomini naturalmente desiderano di sapere."

It did his heart good just to see those words, but as he turned to the class, voices were once again ringing out:

"What language is that?"

"What does it mean, sir?"

"Quiet!" Mr Thomson called. "Quiet! – It's Italian, it means, 'As the Philosopher says at the beginning of the First Philosophy, all men naturally desire to know'."

There was a brief silence before Damian called from the back, "Know what?"

"That's exactly it, Damian!" cried Mr Thomson, enthusiastically.

Brainwash? No thanks

SAMEENA AHMED

David Lister's synopsis of Ray Honeyford's view (*TES* May 10) shows quite clearly that potentially, indoctrination, as a major constituent of education today, is very much alive and kicking despite heroic efforts by individuals and groups to make principles of learning based on truth the major constituents of curricular content, as opposed to cultural bias.

Mr Lister states that Mr Honeyford's central message is one that schools should focus on; the transmission of "traditional British values". What on earth are these? Are we yet again going to have the song and dance about differing middle/working class values; the sexists tendencies in traditional culture; the difficulty in differentiating culture and historically institutionalized bias of thought?

Not only is the term "traditional British values" hard to define, but to see the transmission of these as the important function of schools is to render obsolete the view that education should be free of bias. As such, it renders the very meaning of education obsolete.

For, education in our society has come to mean the acquisition of knowledge and understanding based on truth and rationality. As such, truth in any capacity is logically a potential constituent of education. Thus, knowledge and understandings from diverse cultures could potentially be part of school curricula given that relevant truth criteria are met.

What logical reasons are there then, to submit the case for transmitting only "traditional British values" whatever these may be? What unbiased, non-doctrinaire rational grounds are there for schools to perpetuate any single culture as their prime objective? It is my suggestion that there are no grounds, and that schools cannot be justified in perpetuating cultural values *per se*; but rather that their main objective should be to perpetuate knowledge and understanding in culturally unbiased a way as possible.

In this sense, neither Mr Honeyford nor his opposition have a clue as to what education is really about and, as such, should not be allowed access to the education of children anywhere.

children. There should be no room for indoctrination either by the Honeyfords of this world, or the fetishist members of minority groups who seek to impose their own cultural views on children. Instead, a broadminded, unbiased education based on knowledge and understandings from diverse cultures should be provided for all in society – whether they live *in* Bradford, Ulster or Timbuktoo.

If the minority groups *in* Bradford represent one extreme view to the extent that, as Lister *on* Honeyford states provides "a risk neglecting the indigenous culture", then Honeyford represents the other extreme whereby he sees schools as ideally transmitting "traditional British values" by implicitly neglecting minority cultures. Neither extreme must be allowed a place in the education of our children, for to do so would be to expose them not to education but indoctrination.

The issues concerned here are not primarily to do with racial prejudice but concern broader and more fundamental principles of what education ought to be about and how best to achieve it. Neither Honeyford nor his opposition have a clue as to what education is really about and, as such, should not be allowed access to the education of children anywhere.

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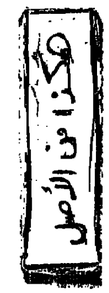


Humming as they work

Virginia Makins visits a first school where teachers aim to stay in the background.

Towards the end of a sunny May day at Barnby Dun First School near Doncaster, several children in a reception class for four to six-year-olds seemed to be humming as they wrote, and sewed, and measured, and painted.

Out in the central space of the semi open-plan school, several children played for long spells. Two were giving each other breakfast in the well-furnished home corner, two others were sorting out bridal clothes from the well-stocked dressing-up rail and boxes.

One six or seven-year-old had built himself a steam engine out of large wooden bricks. It was an enormous and surprisingly effective model. The cab was much taller than he was, and had a beautifully curved front; the boiler was a long plank sticking out from the cab, carefully counterweighted, with a funnel and dome balanced on it.

His was one of the classes that had recently visited the York Railway museum, and the walls were covered with art and folders with information and stories about trains. Even the youngest four-year-olds – most of whom come into the school with no nursery or playgroup experience – had made striking pictures, drawn or painted or sewn in wool, and had dictated several pages of writing to their teacher, which they had then carefully traced over.

The variety and contentment and general air of concentration and calm extended all the way up the school. No doubt the teachers do, on occasion, raise their voices – but I didn't hear one do it in a whole day, even when working in the hall on drama or music or number games for the younger ones.

Every morning before playtime the whole school comes together and children explain and show some of their work, talk, sing, and improvise a couple of prayers. Even by the high standards of many primary assemblies, it seemed an unusually spontaneous and civilized occasion. One or two children caught my eye, not with the usual rather furtive glance, but giving me a warm smile before turning back to the proceedings.

Some seven and eight-year-olds who had been investigating things round the school described their work, then walked round the circle of children displaying some of it. Two boys had been looking at the milk crates, and after weighing empty and full bottles to work out the weight of the milk, had found some interesting patterns, based on the spaces between the bottles as well as the obvious shapes.

Two girls had been out in the car park, comparing the sizes of wheels, after measuring diameters and circumferences. They'd also decided to add up all the licence numbers – no dottier than most maths scheme arithmetic, and something they'd chosen to do.

The head, Shirley Iwanyckyj (say it Ivanetski) commented on the work, more than once emphasizing to the younger ones that the children had not been told what to do, but simply been asked to look at something and think what they might find out about it.

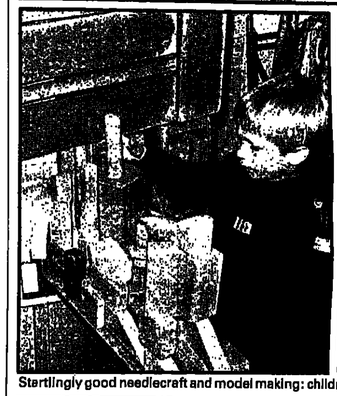
The assembly ended with children talking about books they'd enjoyed, with the head trying to get them to say why they'd enjoyed them. A boy had brought a postcard from Disney World from his auntie, and went up to find Florida on a map of the world, with a bit of help from a teacher. At the end the children wandered out in class groups, chatting among themselves, very relaxed, very self-controlled.

Back in her office, Shirley Iwanyckyj threw away a leaflet advertising *A Head Teacher's Ideas Book for Unexpected Lessons* with some distaste, and said that the important thing they'd started with, when the school opened 10 years ago, was the idea of persistence. "A lot of people don't really believe that young children can stick at a task and see it through."

The school takes 150 four to eight-year-olds. Most parents are very supportive of their children and the school, which goes to a lot of trouble to explain its practice. Parents work in a variety of jobs – some in the power station in the village, some in Doncaster – and many suffered from the knock-on effects of the miners' strike.

There are five full-time teachers and one part-timer, plus the head. They work very closely together, visit other schools together whenever it's possible, and share in-service. "It's important that everyone's committed to the same way of thinking", said a teacher.

Ideally, the teachers would like each class to have a two-year age range: "They see older children doing things and learn so much from each other. But this year imbalanced age groups have led to one separate class of third years.



Startlingly good needlecraft and model making: children describe their work to head Shirley Iwanyckyj.

Often, two classes covering the whole age range work together on a topic, going on a visit and then coming back to work at their own levels.

When the school started, the majority of the staff came from Sir Alec Clegg's West Riding, where child-centred primary practice was nurtured and flourished. Shirley Iwanyckyj learnt her trade at the Swinton Day Training College, under a tutor, Marjorie Walker, who "could explain things simply, in a few words". "I wouldn't know any other way to teach," she says now.

The school is organized so that from the beginning the children are taught to take responsibility for their own work, without wasting the teachers' time by asking for help on things they can do for themselves.

"Teachers should be unobtrusive: if you have trouble identifying who is the teacher, she's doing a good job: if she's there visibly directing everything, something is wrong," said Shirley Iwanyckyj.

Teachers set out materials such as fabrics and wools and paints in similar ways right through the school, so that children know exactly where to find things, and where to put them back. Some resources such as maths and science equipment are stored centrally and accessibly, so that children from the school's six classes can get what they need.

The children seem to learn very rapidly to take a very brief and general idea from a teacher – look at the car park; make a pattern starting from the middle and working out – and to end with some quite complex mathematics and survey work and art that they've planned and executed with minimal encouragement.

If they need an adult, they wait patiently, putting up their hand from time to time, and getting on as best they can: "We train them not to be too demanding, not to worry about waiting."

The result is that the teachers (and other adults – the school is full of parent helpers) can spend fairly long sessions with individuals and groups. The four-year-olds start writing by dictating not brief sentences, but long passages to the teacher, and then being shown how to trace over the writing.

"When they're doing different things, and not all writing at once, you can settle down with them and give them plenty of time," said Eileen Garfield, who teachers one of the three reception groups of four to sixes.

Four-year-olds are helped to adjust to school with plenty of movement games and imaginative play, and all the younger children are offered plenty of chances time to go out and play with bricks or in the home corner throughout the day.

They seem to make very rapid progress at reading and writing, and become very competent early on at things like mixing paints to gain subtle and varied effects. This year Doncaster's standardized screening tests for six-year-olds showed up only two children who required special remedial help.

Work is based as much as possible on direct first-hand experience – whether it's visits to local museums, or the canal, or the village, or the school kitchen.

The children seem to spend a very long time on one activity, whether it's writing, or everyday maths, or playing with a plastic train, or painting a picture of the school, working out successful techniques for dealing with the pebbledash and getting the right amount of pink in the asphalt.

"As the school developed, we saw less and less reason to chop children off when they were busy with a project," said Shirley Iwanyckyj. "They know when they've reached absorption point."

A lot of surprisingly sophisticated work results, often using very simple materials, pencils for drawing, or junk boxes and scraps of fabric for modelling, or bits of rod and card which end up as working battery-driven vehicles.

But the school doesn't flaunt the quality. Much of the work on the walls consists of workmanlike folders, which the children can read and refer to, rather than elegant displays of art or triple-mounted fine writing.

When I asked about all the sewing – which clearly provided a very satisfying occupation for many boys and girls – one class teacher pulled out two large and striking embroideries of mythical beasts, which groups of children had designed and sewn.

They were startlingly good – the colours and designs were strong and heraldic, and the execution was impeccable. Many schools would have framed them and displayed them for years. "Oh, those," said the head when I mentioned them. "Somehow they never got up on the walls."

Most work is based on topics, chosen to ensure curriculum balance over the year. Topics always start with some first-hand experience, and they develop fairly organically, depending on the children's interests. "If ideas are imposed on the children, they don't get involved," said Jenny Thomas, the deputy head.

Observation, research and investigation are encouraged from the start. A topic on movement this term had led to research, all planned by the children, into whether tall people jumped higher – they didn't because, it turned out, "tall people don't always use their arms and legs properly to jump", and whether right-handed people were also right-legged.

Gradually, as the school has developed, teachers expectations have become higher and higher. "I expect a lot more than I used to," said Ellen Garfield. "The standard rises every year. I've seen it in myself. Each year I ask them to do things that I wouldn't have thought of the year before," said Julie Clift, who teaches seven and eight-year-olds.

"Expectation is what is important every time," said Shirley Iwanyckyj. "You can have a very rigorous regime, provided the relationships are right, and the children are happy and secure."

GOOD PRIMARY PRACTICE

This report ends the first stage of our series investigating the ingredients of good primary practice.

The first three schools profiled were nominated by people who visit large numbers of schools. We hope readers will now widen the discussion by either:

- Recommending a school that corresponds to their idea of good practice
- Sending us their thoughts on key factors that make for good practice.

Suggestions and articles (maximum 700 words) should be sent to The Features Editor, *The TES*, Priory House, St John's Lane, London EC1M 4BX as soon as possible.

Belles letters

Marion Richardson's pioneering work on handwriting was published fifty years ago and is still in print. Clare Bevan traces her life and work.

Marion Richardson

Marion Richardson was an extraordinarily successful teacher whose theories about the teaching of art and handwriting were regarded as revolutionary during the 1920s and 1930s. She helped the free art teaching from the old-fashioned method of slavish copying of objects, and encouraged children to visualize things for themselves.

The contribution she made to the teaching of handwriting this century, however, has been much more significant, but often under-estimated. A tribute to her success is that *Writing & Writing Patterns*, originally published in 1935, is still in print 50 years later and still used in some schools today. Although regarded by some as rather out-dated, many of Marion Richardson's ideas are still valid and recent writing schemes owe a great debt to her.

Despite a number of references to her in the educational press during the height of her career, very little is now known about Marion Richardson and her ideas apart from material in her own published works: the *Dudley Writing Cards* (1928); *Writing & Writing Patterns* (1935); and *Art & the Child* (1948). The latter is a semi-autobiographical account of her teaching, written during a long and painful illness towards the end of her life. Although her personality shines through, it really does not do justice to her and does not explain ther theories adequately.

Marion Richardson was born on October 9 1892 in Ashford, Kent, and later moved to Oxford, where her education continued at Milham Ford School until 1908. During her childhood she demonstrated a special gift with words and a powerful imagination. She was very talented at drawing and won a scholarship to Birmingham School of Art to train as an art teacher.

At the end of her training in 1912 she was appointed art mistress at Dudley Girls' High School. There she gave the girls "word pictures" – verbal descriptions of scenes to paint – to stimulate their imagination. As a result, the pictures they produced had an original new quality. She pursued the idea, sometimes using objects as a stimulus, but lighting them unusually or hiding ther forms under a cloth.

The final development was the "mind picture" – a child's own experience. Children were encouraged to sit with their eyes shut waiting for visions to come into their minds and then paint what they saw. This use of mental imagery was a very daring departure from accepted standards of art teaching.

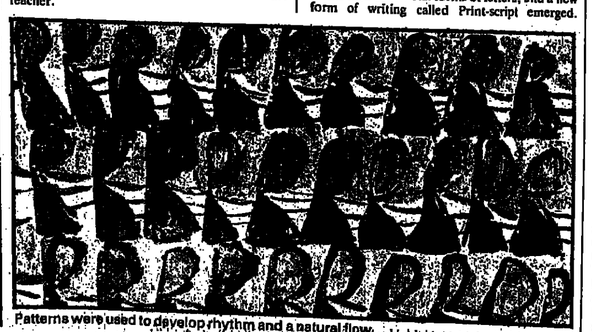
Part of Marion Richardson's responbility at Dudley was to teach "writing", which meant calligraphy rather than ordinary handwriting, but she soon became dismayed to find that the children saved it for their "Sunday-best" efforts only.

At that time there were conflicting ideas about how handwriting should be taught. Teachers normally favoured the use of old-fashioned Victorian copy-books of copperplate writing, or simplified, more upright, less condensed forms such as "Civil Service Script", both of which involved children in the exact copying of models. The wording of these models usually included lists of moral sayings which must have made the task of copying not only monotonous, but also rather dull and uninteresting.

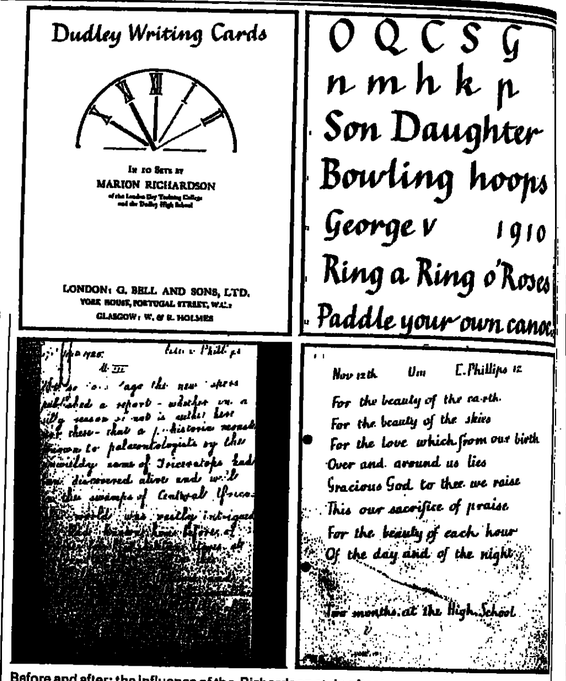
Young children also found the writing physically difficult to master. Marion Richardson blamed the writing instrument – a flexible pointed steel nib – which required great muscular control to produce the loops and the thick and thin strokes.

The problem was, however, beginning to be recognized by a few at the time, and people were looking for a more suitable form of handwriting to teach in schools. In 1906, the London County Council asked Edward Johnston, who had revived interest in the art of calligraphy at the beginning of this century, to review the existing copy-books with a view to recommending a particular method. He analysed 30 or so books, but could not recommend any of them. Instead, he put forward his own suggestions. He recommended that children should be taught the skeletal forms of letters first, followed by the use of a broad square-nibbed pen, a tool that makes definite thick and thin strokes and graduated curves according to the direction in which it is moved. He put emphasis on the creation of writing that was not only readable, but had beauty and form, and he argued that the models children should be given should be actual writing (or facsimiles of actual writing) made with the same tool intended for use by the children. Above all, he felt that writing lessons should be interesting to make the task a pleasure rather than a burden.

Unfortunately, Johnston's recommendations were misunderstood; emphasis was put by others on his idea of skeletal forms of letters, and a new form of writing called Print-script emerged.



Patterns were used to develop rhythm and a natural flow



Before and after: the influence of the Richardson style after two months work and (above) the Dudley Work Cards

Print-script was on trial in schools from 1913 and the results were published in the board of education pmphlet *Print-script* in 1922. The letterforms were grossly simplified into elements consisting entirely of straight lines, circles and portions of circles. All loops were avoided and the writing was unjoined, although the authors of the pamphlet suggested a wholely unsatisfactory method of developing a cursive hand later. The promoters of Print-script claimed that it was closer to the letterforms found in children's reading books and was therefore easier to learn.

Marion Richardson felt that Print-script produced a staccato movement, and that it did not lead naturally to a cursive hand and lacked character. She agreed with Johnston's principles and decided to look back, as he had done, to writing of the past; in particular she turned to the writing of the Italian Renaissance scholars, before copperplate writing evolved. Instead of trying to write exactly like them, she collected from these examples the essential material to create an ordinary everyday handwriting.

Many of her ideas came from Johnston's book *Writing & Illuminating & Lettering* (1906). By 1918 her method was well established and she delivered her first public lecture on the subject. The improvement she made to children's handwriting was so admired that it was suggested she should publish her scheme. She began work on the drafts for this around 1924 or 1925 and contacted Johnston personally for advice and criticism. She was meticulous not only with the letterforms themselves, but also in her choice of words, so that certain writing movements and combinations of letters could be practised.

Her scheme was finally ready for publication as the *Dudley Writing Cards* in 1928. These were graded in ten sets and were intended for children aged seven years and over using a broad square-nibbed pen and ink. First of all, children were encouraged to trace the cards freely without having to think about the actual letters; they would therefore concentrate of holding the pen correctly and building up rhythm. Once their confidence had been built up, they were encouraged to practice on unlined paper. Marion Richardson felt that lined paper constrained children's writing and if a child was not taught to depend on lines work would be set out with freedom and a feeling for the page as a whole.

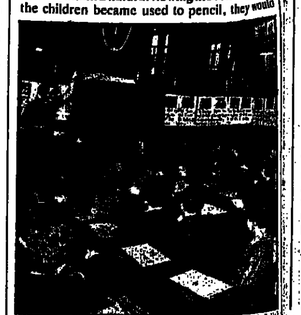
The content of her writing cards reflected her great interest in ballet, music, poetry, English literature and religion, and were far removed from the dull Victorian models they replaced. The reaction to the scheme was favourable and in March 1930 Marion Richardson was asked to run a series of handwriting lectures for teachers at the London Day Training College; they proved to be so successful, and the response to them so over-whelming, that they had to be repeated.

In September 1930, Marion Richardson was appointed as Inspector of Schools *with the* London County Council and was able to see her methods of both art and handwriting tried out on a large number ofschools. It was not long, however, before she began to have doubts about the suitability of her writing scheme. The use of such a broad pen made it more of a scribe's hand than ordinary handwriting, and it was not suitable for children under the age of seven.

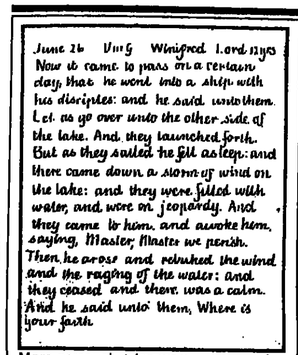
At this time she became very interested in the pre-writing scribbles of very young children and made a most important discovery. She noticed recurring natural rhythms in these scribbles, and realised that they were the equivalent of prattling in pre-speech. Marion Richardson decided to re-write her scheme to incorporate these rhythms so that writing could be a natural progression from early scribbles. In the rhythms she noticed six basic patterns from which the letters of the alphabet could be formed. If a child was encouraged to practise these patterns, she felt that the formation of the letters would come naturally later on.

She experimented with other writing tools such as chalks, thick soft pencils and crayons, and found that these were more suitable for young children to control. She would encourage them to work on large sheets of paper, the aim of this being to develop rhythm and swing. Afterwards, the intervening spaces in the patterns would be filled in to produce colourful designs, which not only made the exercise enjoyable but also developed a child's ability to think ahead – to watch for the shapes to appear in front of them.

The use of the patterns would continue once the letters of the alphabet had been mastered, so as to maintain a natural flowing movement. When the children became used to pencil, they would change over to pen and ink using a medium square-nibbed pen (which was closer to the children's first writing tool) instead of the broad nib advocated in the Dudley Writing, which had tended to slow children down.



Writing lesson in 1935



More personal styles were encouraged later

Marion Richardson's five writing books were never intended to be used as a strict model in the way Victorian copy-books were used. Unfortunately, some teachers have done just this and missed the whole point of her method. Her writing has been critized for its over-roundedness and immaturity of style. But she did not intend children to stick rigidly to copying her style – in fact, once they had mastered the basic techniques, she encouraged them to develop a personal style; and at a later stage, at the age of 11 or 12, she suggested that they might like to try italic writing (see picture above).

The emphasis of her method, therefore, is the pattern-making, and this idea has been incorporated into many of the more popular italic writing schemes now available. The advantage of Marion Richardson's method is that it teaches the same basic writing from the start, thus avoiding the difficult change-over normally experienced when changing from Print-scrip to another form of writing; and unlike italic writing it is less likely to break down into a series of illegible zigzags at speed.

The revised scheme was published in its present form in 1935 and was very successful, being taken up widely throughton the country and overseas. Marion Richardson became inundated with requests to give lectures on handwriting and she soon found that she had a very busy schedule. Apart from her duties as an Inspector, she was also organizing exhibitions of children's art, the biggest of which was the second LCC Exhibition of Children's Drawings held at County Hall in July 1938.

Unfortunately, at the peak of her career her health began to suffer; she had to give up work in 1940 and in January 1942 she retired through ill-health. With her career and health in ruins, she started to write *Art & the Child*. This was to be the book she had always intended to write about children's art, but in view of her state of mind, confused by her illness, it was not what she had in mind some 20 years earlier, and there is evidence to suggest that it might have been a more comprehensive book had she lived longer. Nevertheless, her family and friends had it published after her death in 1946, despite its unfinished state, and they illustrated it with a selection of children's paintings from the Memorial Exhibition of her work staged in the autumn of 1947 at the Victoria & Albert Museum.

Why did Marion Richardson become such a prominent figure during her lifetime? She was first and foremost a teacher of exceptional ability with personal qualities that endeared her to many. But she was also prepared to share her ideas with others; to put them to the test and show that they really worked.

The final paragraph of an obituary Dr P B Ballard wrote for *The TES* of November 30 1946 provides a fitting comment, as it did then. He wrote: "What are the principles and methods for which Miss Richardson stood? She herself has set them forth in a book which it is hoped to publish in the near future. Suffice it to say here that they are revolutionary in the sense that they reverse the procedure of Victorian and Edwardian days. To see Miss Richardson at work with children was a delight. Little ones and big, all loved her. Here at last, they felt, was someone who understood them, someone who helped them to do the jolly things they always wanted to do. In fact I have no hesitation in saying that as a teacher of arts and crafts, Miss Richardson was a genius".

Clare Bevan is a graphic designer. This article is based on her dissertation for a degree in Typography and Graphic Communication at Reading University completed in 1982.

One for hall

Gone are the days when two or three hundred or more could gather together, John Sturt complains.

The point was made to me recently that the most important consequences of social and economic change are those which are unforeseen and unintentional, and I keep finding proved the truth of the aphorism. In a profession such as ours, which seems to be more than most at the whim of fashion, the consequences can be severe indeed.

It has been particularly so in the matter of educational building. Cost has been the greatest enemy. Have you noticed how classrooms have shrunk over the past 20 years? Children apparently no longer need the area they once did, nor need that area to be as clean as was once thought desirable. My school has been remeasured twice in the last decade and each time found to be smaller than previously thought, and in need of less cleaning hours. But fashion has aided and abetted some of the scurvier developments, and halls, alas, are sadly out of fashion.

I well remember in the late Sixties hearing the arguments deployed. "The least used area of a school", the advisers told us. "Work out the heat loss factors", the administrators warned. "Think of the savings to be made in fuel bills", contributed the architects. And we, who had never run a school without a hall, had not the experience to contradict them. We certainly do now.

Of course the 1970s provided exactly the climate of opinion in which such arguments could flourish and be heeded. There was a general reaction against formality in education, and school halls were above all associated with formal occasions. That was the decade when many schools gave up their speech days and prize givings, and those were the years when many schools outgrew their halls as places in which the whole school could foregather. They were also the times when, whatever the law theoretically insisted on, assemblies as communal acts of worship lost much ground.

Those were the days, as well, when we were all told to think flexibly about teaching methods and groupings. Halls were stigmatized as inflexible and old hat. The producers of school plays began to want to experiment in the round. Drama teachers came along to whom proscenium arches were dirty words. Theatre workshops became all the rage, and drama areas into which a few spectators could also be squeezed were built into new school designs, and nasty expensive school halls were left out.

There was an apparently clinching argument. After all, we were told, with schools of 1,200 and 1,500 you cannot possibly expect a hall to hold the entire school, and what is the use of a hall that holds only half of it? I now know that even a half sized hall is a very great deal of use indeed. A school is at a massive disadvantage without a hall and it is high time we reappraised their usefulness.

I am converted in this matter for a number of reasons. The first is a discovery that I should have made long ago: that children, en masse, have a surprising taste for ceremony. We share with another school, and with the local authority, a vast sports hall and can actually get the whole school in it if the gathering is short enough for the pupils to stick it out sitting on a cold and uncomfortable floor. Twice a term what used to be 1,500 souls before falling rolls eased the space problem trailed from every corner of a spread and split site to hear me on some ferocious or uplifting tack. It cost an hour of teaching time for a 15-minute assembly by the time we got them back to lessons, but just now and then it seemed worth it. When we started these monster assemblies I wore academic dress which seemed wildly uncharacteristic of me, but I sought to underline occasionally that we were in part an academic establishment. At first the children were amazed, but they learned that what they had at first taken to be my batman's outfit actually had another meaning. Once or twice since then it has seemed to me inappropriate to wear the gown and hood. When that has happened the children have felt, and said, that such occasions have not been proper assemblies. What they have also meant but been too polite to spell out is that I have not been bothered to be properly dressed.

Even if collecting the whole school together must remain a relatively rare luxury, the capacity to address, muse, inform or frighten 500 or 600 is very valuable. There will always be occasions when half the school needs haranging, when the lower school needs a riot act read, or when congratulations or warnings are in order. The horizontal pastoral system is very effective and widely favoured, but it has within it the flaws of schism and isolationism unless one can from time to time bring two or three year groups together.

We should also reconsider the whole question of school performances, whether they be plays, concerts or other kinds of shows. No doubt drama workshops *are* better places to work in for A level theatre studies or O level drama practicals, but most shows these days must be expected to make a decent financial return if not a profit out of their audiences. How many nights do you have to run to break even if your drama workshop holds 130 when you really pack them in?

And what do you do about those visiting theatre companies whose fees must be paid from the takings? And all those good intentions about making your school a cultural centre for the community? And what about parents' evenings, options meetings, the PTA dance? Occasions serious and occasions joyous all need a hall.

How are you going to give children the experience of speaking and performing in public when you have no public space? What about the carol service, the art exhibition, the Easter party for the old age pensioners, the film you want to screen, the fashion show, the staff pantonnime?

It is not that we now just turn our backs on the ideals of the Seventies. We value flexibility still, we value adventurous teaching methods, we applaud the use of different groupings and different approaches to the use of space. Many of us have realized, paradoxically, how we might use a hall by the experience of not having one. Many groups of different sizes can work successfully in them. Shows of work need this sort of space, so do end of term celebrations, evenings for new and potential parents, visiting children from our primary schools.

And halls can make money. They are one facility very frequently in demand by the community for evening use. A good hall will attract a queue of people wanting to hire it for cash; and that at least is an argument which might appeal to those who order our affairs and manipulate the educational purse strings today.

Assemblies, and the buildings to hold them in, are becoming things of the past

John Sturt is head of Knowles Hill School, Newton Abbot, Devonshire.

Review

Why teach Eng Lit?

The past few years have seen a furious academic argument about the purpose of literary criticism. NICHOLAS SHRIMPTON looks back to the distant origins of the debate, and forward to its consequences both for professionals and for those who have to study literature in schools

Is English literature, as an academic subject, on the brink of fundamental change? Visiting a university English department in recent years, you might well have thought so. When Paul de Man gave a lecture entitled "The Crisis of Contemporary Criticism" in 1967, a large part of his audience must have wondered what he was talking about. The old doubts which had dogged the foundation of the subject seemed long since buried. The new doubts seemed foreign, marginal and obscure.

Eighteen years later, crises are as plentiful as blackberries. From Peter Widdowson's "The Crisis in English Studies" to William Cain's *The Crisis in Criticism*, the word confronts the worried academic on every side. Even the cautious Christopher Butler begins his survey of the present state of the art with the observation that "Many teachers believe the subject has entered into a state of crisis".

Butler means university teachers, of course, but if this really is an emergency it's not going to stop there. Will A level candidates in five years time be expected to practise Poetics rather than Interpretation? Will their teachers, accordingly, be required to talk with confidence of "registers of discourse", "tropes" or "narrative syntax" rather than of characterization, theme or patterns of imagery? Will the same candidates, 10 years hence, be invited to "deconstruct" the texts which they have studied, and to master (for S level perhaps) such concepts as "supplement", "trace", "aporia" and "*différance*"?

These are urgent practical questions rather than airy speculations and they lend a peculiar interest to the books on critical theory which have recently been pouring from the presses. Their concerns seem at first sight far removed from the mundane reality of a fifth year's struggle with *Othello*. In fact, as university teachers of English have discovered, they bear ever more insistently upon the daily business of what we do with literature.

The possibility of crisis was, of course, always present for a subject with origins as mixed and murky as those of English. In the early 18th century vernacular texts were studied, as they still are in the early years of secondary school, for rhetorical purposes. Pupils read good examples of writing, that is, in order to learn how to write well themselves. A species of imitative apprenticeship implanted the higher literacy.

By the 1760s, however, another and more complex purpose was added. An acquaintance with the best authors began to be seen as a mark of good breeding. Ancient Greek and Latin writing had itself become a matter of predominantly "literary" interest. Those locked out, by religion, sex or class, from this classical education could seek an equivalent experience in English books and form their taste on Shakespeare or on Milton.

Neither of these motives would quite suffice when, in the 1820s and 1830s, the first university departments of English literature were founded. As D J Palmer has argued, the rhetorical tradition gave way to the teaching of literature as cultural history while the training of taste was dignified into a late-Romantic claim for the moral power of great writing. John Morley summed up the position, judiciously and attractively, in 1887:

> Literature consists of all the books – and they are not so many – where moral truth and human passion are touched with a certain largeness, sanity, and attraction of form.

Literature is about human behaviour (in Arnold's words it is a "criticism of life"). But unlike either philosophy or psychology it merely "touches" this topic, albeit largely and sanely, and does so with a distinctive formal grace.

The problem, then as now, was not merely how teachers of literature could persuade themselves that the study of pleasurable vernacular texts made academic sense. It was also how they could persuade other people – their clients or the taxpayer – that what they did was worth money. Cultural history combined the traditional discipline of history with a persuasive appeal to national pride ("Our literary tradition, like our football team, is better than the next one"). The moral force of literature was both individually improving and socially emollient.

Neither of these arguments was flawless – as opponents of the growth of English Studies have always been quick to point out. None the less, they served for more than a century as effective and convenient foundations. Today many academic critics wish to kick away both props. A Marxist critic like Terry Eagleton both deplores the stress on the moral lives of individual characters which distracts us, in *Middlemarch* for example, from the analysis of "objective social relations" and takes a satirical pleasure in the fact that the "minor jingoist poet" Sir Henry Newbolt was an author of the influential 1921 Government Report on the teaching of English. Christopher Butler observes that the chief effect of contemporary deconstructive interpretation is that, "We cease to see literature as interesting for its reinforcement of social or moral attitudes in a historical context, but as problematic in relation to them".

One interesting consequence of this shift to problematics is to drive the argument for the public support of English Studies from patriotism and propriety onto the admirable but less immediately popular ground of John Stuart Mill's libertarianism ("if opponents of all important truths do not exist, it is indispensable to imagine them"). But it would be a mistake to assume that cultural history and moral enlightenment, simply conceived, were in themselves a sufficient summation of the orthodoxy which the present crisis throws into doubt. If there is a manifesto of conventional critical practice in 20th century Britain, it is I A Richards's *Principles of Literary Criticism* – and it is a more subtle statement than accounts of the orthodoxy as "expressive realism" (a real author tells us things about the real world) might suggest.

> ***Literature had been regarded as a message without a code for so long that it became necessary to regard it momentarily as a code without a message***

Criticism, Richards insists, must offer two things: an account of communication (how texts speak to us) and an account of value (why we should bother to listen). The great strength of his book in this utilitarian century is that it offers a subtly utilitarian account of the value of literature. What literary works give us is not simply pleasure (pinball can give us that, without need of academies; tragedy does not give it) but a peculiarly complex form of the neurological process which Richards calls "the exercise of impulses and the satisfaction of their appetencies".

Poems, in other words, are experiences in the nervous system not different in kind from other experiences but more satisfying because they are more concentrated and more highly organized. The scientific use of language strives to give us a "clear and impartial awareness of the nature of the world in which we live". Poetry is different. There is a "suppressed conditional clause implicit in it" and it uses language less for the sake of reference than for the attitudes and emotions which ensue, thereby "fostering the development of attitudes which will enable us to live in that world finely". Criticism, for Richards, is ultimately "the endeavour to discriminate between experiences and to evaluate them". But this discrimination can be carried out by concentrating simply on the verbal detail of literary texts.

What this means is that the *dulce* (or formal qualities) and *utile* (or instrumental effects) of literature are subtly combined. As a consequence the crudely patriotic and overtly moralistic extremes of the traditional arguments for English Studies are subdued into a procedure which, without losing its moral or cultural value, seems dispassionately professional in its concentration on the formal characteristics of poems, plays and novels.

Long before the advent of the current crisis, doubts were being cast upon this programme. William Empson's seventh type of ambiguity ("full contradiction") showed how poems could offer divergent rather than unified or "highly organized" experiences. Northrop Frye, in 1957, rejected Richards's evaluative stress in favour of a more strenuously professionalized English Studies – a conception of both literature and criticism as coherent bodies of knowledge. That familiar engine of critical change, artistic innovation, was another disruptive influence. Were conventional critics, equipped with their essentially Modernist tools, able to handle Post-Modernist texts? And at the same time questions began to be asked about the literary canon which Modernism had installed. The line which ran from Donne to T S Eliot, via Gerard Manley Hopkins, had been new and exciting in 1930. Forty years later there were signs of an incipient enthusiasm for a Post-Modernist (or is it Pre-Modernist?) great tradition which runs, by contrast, Spenser, Milton, Sterne, Shelley, Dickens, Browning and Joyce.

Even more important, however, was a simple weariness with the procedures of post-Richards criticism: constant practical criticism of "texts and endless thematic "readings". Dep... Richards's caveat about the "suppressed conditional clause", which meant that texts were to be valued not for their rightness or wrongness but for the seriousness with which they entertain their ethical hypotheses, those readings degenerated all too readily into simple moral pronouncements – partisan statements about the way endorsed by the prestige of the "highly organized" authorial sensibility to which they were retrospectively attributed.

When the crucial challenge came, it consisted first and foremost of an abandonment of interest in such "themes" or meanings. As the French structuralist Gerard Genette observed in 1966, "Literature had been regarded as a message without a code for such a long time, that it became necessary to regard it momentarily as a code without a message". To put this in simplest terms, structuralism addressed itself to the question of *how* texts mean, rather than what they mean.

The answer it gave was, of course, rather different from Richards's "account of communication". Structuralism is a technique for analysing cultural artefacts (languages, societies, literatures) based on the procedures of the Swiss linguist Ferdinand de Saussure. Language, Saussure pointed out, is a cultural product rather than a natural fact and can be studied either historically or "synchronically" – that is as a system operating at a particular moment of time. At this time it consists both of n mass of individual speech acts and of *langue*: "a social product of the faculty of speech and a collection of necessary conventions that have been adopted by a social body to permit individuals to exercise that faculty."

"Convention" is the crucial word. Neither coherent ideas nor coherent sounds, Saussure insists, pre-date language. Instead, the undifferentiated flow of thought and the undifferentiated flow of sounds are each divided into slices which are arbitrarily associated with each other. The arbitrary combination of sound ("signifier") and concept ("signified") is a sign. The *fact that their* combination is arbitrary reminds us that language is a social construct – there are no intrinsic grounds on which an individual *could link* them. And each component of the sign is established only by its conventionally established *difference* from other sounds and concepts.

What has all this to do with literature? The first answer is that literature is itself, of course, a cultural artefact and Saussure's techniques appear to offer a scientific way of analysing it. If the linguist can establish the grammar (or "necessary conventions") of a language, then the literary scholar can establish the grammar (or "Poetics") of a literature. Aristotle did as much, after all, for tragic drama in the third century BC. Northrop Frye was systematizing the signs called genres a decade before the advent of the structuralist "crisis".

If nothing else, in fact, structuralism has supplied a valuable addition to the analytical vocabulary with which we approach the communicative procedures of literature, especially narrative fiction. Tzvetan Todorov's *Introduction to Poetics* is the crispest account of these gains. Todorov includes the familiar concept of the spatial order of texts (symmetry, antithesis, parallelism) and salutes the Anglo-American contribution to the discussion of narrative point of view. But he adds several new categories, including "registers of discourse", modes of presentation and the handling of time.

What remains, in Todorov's eyes, a problem is what he calls the semantic aspect of the text – the question of how and what it means. And this points us to a more disturbing implication of structuralist criticism. Not all structuralists share Genette's sense that the turning from message to code is a temporary one. Many, taking as their sacred text Saussure's declaration that "in language there are only differences without positive terms", argue that code is the only *thing* we can ever usefully talk about.

For such thinkers the conventional, or social, quality of language implies that instead of writing language we are written by it. Meaning arises, that is, not from an individual's reference to real features of an outside world, but from differences within a socially formed linguistic structure. Talking about the characters or moral dilemmas or themes of a literary text as if they were even provisionally real is therefore futile and self-deceiving. We must practise poetics rather than hermeneutics (or interpretation), discussing how such meanings are generated rather than what is some absolute sense they are.

Steven Connor's recent "rereading" of Dickens offers a conveniently accessible demonstration of such structuralist procedures. *Dombey and Son*, traditionally seen as a novel about egotism and altruism, or commercial and personal conceptions of the family, is analysed instead as an interplay between four "signifying positions" summarised as closure, openness, not-closure and not-openness.

Hand in hand with this rejection of a reference beyond language to "real life" goes the so-called "death of the author". The New Critics of the 1940s had already cast doubt on appeals to authorial intention. Structuralists reinforced this tendency with their insistence, in the words of Roland Barthes, that "it is the language which speaks, not the author". Reference to an author ("Shakespeare can't have meant *that!*") artificially limits the multiple meanings which the reader can generate from the (socially constituted) language of the text.

These sceptical implications of structuralism were profoundly deepened in 1967 when the French philosopher Jacques Derrida ushered in the varied movement known as post-structuralism. Derrida questioned the scientific claims of structuralism, pointing out that its analytical language is subject to the same fatal constraints as the literary language it describes. (In this context, indeed, post-structuralism accords literature a unique importance, as the only mode of discourse which has the honesty to acknowledge the artificiality of language.) And where structuralism had removed the author and privileged the reader, Derrida's attack on the notion of "presence" cast doubt on the very concept of the reading self.

The sceptical implications of structuralism, in other words, are enormously increased. Texts are no longer neat interplays of signifying practices but, rather, endless chains of "differences" (no element, in Derrida's words, "can function as a sign without referring to another element which itself is not simply present"). Language makes meaning by such differences but also endlessly "defers" it. The American critic Barbara Johnson sees the business of the post-structuralist reader as "the careful teasing out of warring forces of signification within the text itself". The process is called deconstruction. It identifies contradiction rather than "unity" in works of literature and thereby suggests the ways in which statements which we take to be lucid references to a real outside world are in fact products of the differential processes of language.

The critics who offered the warmest welcome to such ideas in England were, not surprisingly, Marxists. The traditional belief that literature is directly referential left them with no author of whose references they could wholeheartedly approve before (late) William Morris. And I A Richards's solution of this problem by pointing instead to "attitudes" and formal elegancies seemed to involve teaching, if not the actual views, at least the taste or sensibility of the bourgeoisie.

But a Marxist welcome for the new thought has, in the end, to be a qualified one – as Terry Eagleton's *Literary Theory: An Introduction*, perhaps unexpectedly, shows. For 143 pages Eagleton gallops enthusiastically through the theories which have recently challenged orthodox institutional practice. Then, on page 144, he suddenly refuses a fence. For the radical scepticism of post-structuralism casts doubt not merely on the bourgeois assumptions "inscribed" in our language (as it appears to Wittgenstein and Grice) in use. In practice, constrained from endless "*différance*" by context and the needs of speakers, it is efficaciously though not ideally mimetic.

"Contextual relativism" is the stance for which Butler argues. A simple mimetic theory of language needs modifying because it runs the risk of "ideological complacency". On the other hand, post-structuralism's ideological sophistication – its demonstration of the extent to which our norms are social rather than natural – need not drive us into the infinite regress of Derridean scepticism. A text's meanings *are* determined by the context from which it derives, though our sense of that context is relative (or ideological) rather than absolute.

Critics need to be aware of the fact that their choice of an appropriate context of interpretation is affected by their extra-literary views, and to recognize the possibility (within limits) of alternative choices. Butler declares his views as "radical-liberal". Other contemporary critics might declare theirs as Marxist, Gnostic, Feminist or Freudian. None of them – least of all those working in the orthodox liberal tradition – can assume that their choice of determining context is simply "natural".

> ***For us the discourse works: the taste established by three centuries of bourgeois individualism is worth transmitting***

Though literary criticism will never be quite the same again after the structuralist crisis, in other words, it will not be entirely different either. The cosy amalgamation of *dulce* with *utile*, which assumed formal grace and moral value to be the same thing and based them both on an unquestioned intellectual consensus about meaning and value, has gone for ever. Instead we will need to talk about the two things separately (as some critics always have done) and to be open about the grounds on which we base our judgements of the latter. The individualistic stress on character in the Victorian novel, for example, will be seen by Marxist critics as ideological and wrong. Non-Marxist critics (like myself) will see the same thing as ideological but right. To put it another way, one man's ideology is another man's nature, and vice-versa, unless you are a Derridean and believe that we cannot talk about nature at all.

Meanwhile we are left, in my view, teaching reading skills, cultural history and taste – albeit more self-consciously than before. The Marxist will see the first of these in its orthodox form as a "discourse" which happens to be authorized by the powers-that-be in capitalist society, the second and third as narrowly bourgeois conventions which reflect underlying economic inequalities. Since intrinsic definitions of what makes one literary text better than another, or even of what makes a text literature at all, are hard to come by, there is no simple refutation of such claims. But those who, like me, respond to democratic capitalism with judicious enthusiasm rather than horrified distaste will not be unduly troubled by them. For us the discourse works: the taste established by three centuries of bourgeois individualism is worth transmitting.

Taste shifts, of course, as traditions grow, and the analytical language of the critical discourse changes and develops. The quasi-religious claims for the moral power of literary education are hard to sustain. Patriotic arguments for it, though not meaningless, are unfashionable and coherent theoretical justifications of literary criticism as an academic discipline are as far away as ever. Somehow we still seem to be in business. Those of us who take a serious view of mental play will not be surprised by this unlikely persistence. Even as a humble contribution to that indispensable human resource, the entertainment industry, the transmission (and questioning) of taste by teachers of English has its importance. Crisis there may be. But, like Sleary's circus and for some of the same reasons, society I suspect "muth have uth".

Interpretation, Deconstruction and Ideology. By Christopher Butler. Oxford University Press £13.50 and £5.95.

The Crisis in Criticism. By William Cain. Johns Hopkins University Press £24.50.

Charles Dickens. By Steven Connor. Basil Blackwell £12.50 and £3.95.

Literary Theory: an Introduction. By Terry Eagleton. Basil Blackwell £17.50 and £4.95

Principles of Literary Criticism. By I A Richard. Routledge and Kegan Paul £4.95.

Introduction to Poetics. By Tzvetan Todorov. Harvester Press £14.95 and £2.95.

Out of the lab

Steve Grant on Jerzy Grotowski

The Theatre of Grotowski. By Jennifer Kumiega.
Methuen £19.95. 0 413 46640 X

Of the many international figures dotted across the avante-garde theatre scene of the late-Sixties and Seventies, Jerzy Grotowski is perhaps the most enigmatic and representative. When he moved to Wroclaw in 1965, he was bound on a course of training, experiment and performance which was to have an influence as short-lived as it was disproportionate to the exposure that his work actually received in the West.

Grotowski's Poor Theatre (a theatre which does away with everything but the essential, sacred relationship between performer and audience), and his training methods (to produce a psychologically and physically attuned actor capable of breaking down the last barrier of secularized society, personal privacy), were to influence the work of Peter Brook and Charles Marowitz, Joseph Chaikin and Julian Beck, as well as countless impressionable students and grimacing no-talents on the fringes of the European and American avant-garde. Grotowski's was a theatre of total commitment, of bare essentials and thus highly fashionable in the days of experiment and excess. He was himself a product of his influences, both acknowledged and unconscious, from Stanislawski to Coupeau, Meyerhold to Okhlopkov. Like all great theorists of the theatre, his ideology and practice were often at odds, his assumptions and claims often monstrously wide of the mark. And yet he wrote more vigorously than any contemporary about the art of the actor and in productions such as *Akropolis* and his masterpiece *Apocalypsis Cum Figuris* (a profound influence at the 1968 Edinburgh Festival) his destruction of traditional and sanctified theatrical subjects were to be re-echoed in later works by Bond, Peter Brook, Marowitz in *Hamlet* and the Living Theatre, always Grotowski's most durable Western allies.

Jennifer Kumiega has produced a work which is unlikely to be bettered in the English language. Of Polish descent herself, Ms Kumiega has taught herself the language of her forbears, made many trips to the Laboratory Theatre between 1975 and 1981 and even participated in their *Mountain Project*. Her book is obviously a labour of love, but it retains an analytical distance that prevents it from becoming another tract by an acolyte. My main criticism is that it makes often painful reading because of the difficulty in communicating what is essentially non-linguistic experience (a difficulty which is acknowledged as being partly a problem of translation but which also rests in the fact that so much of Grotowski's experiments take those involved into areas almost beyond the reach of language).

It is hard now to assess the long-term influences of the man. In a recent study of the British fringe theatre since 1968, *Dreams and Deconstructions*, there is not one mention of Grotowski's name, while as long ago as 1973 James Roose-Evans in *Experimental Theatre* could only summon up a grudging respect. Grotowski was ultimately an elitist, concerned with the creation of a special actor for a special audience and though rejecting much of the paraphernalia of so-called Rich Art – design, lighting, text etc – not above giving such credits in the programmes for his production.

In August 1984, Grotowski packed up his laboratory almost overnight and disappeared. There were many rumours: that he had actually burnt it down, that he had gone mad. Now he is rumoured to be living in New York, although on this part of the story Ms Kumiega remains strangely mute. This is a pity because, for all his brilliance and vision and for all Ms Kumiega's painstaking and thorough research, he still remains a figure from the past rather than one whose influence is to be felt at the heart of our theatrical activity in the Eighties.

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TAVISTOCK

BOOKS

Use and abuse

Hannah Steinberg on juvenile drug addiction

The Drugs Menace. By Mary Manning. Foreword by Michael Meacher, MP. Columbus Books £8.95. 0 86287 179 4.
The Mother of David S. By Yvonne Keuls (translated by J W Arriens). Souvenir Press £8.95. 0 285 62695 7.

Books on drug abuse have been mushrooming for years; so what is one to make of yet another two?

However one reacts to headlines ("Armed Services aid urged by MPs to combat drugs war". *The Times*, May 2. front page), there is consensus that personal, medical and social problems connected with drug abuse are growing in this country. Ostriching is no longer acceptable. Up-to-date and accessible information is needed for rational countermeasures.

The Drugs Menace endeavours to provide this for the general reader, and especially for parents, teachers and other "lay" people who have to cope with the day-to-day lives of young drug users and addicts. The young people at risk would also find it useful, if only, a cynic might say, as a guide on how to avoid being found out.

Parents, often from respectably educated middle class backgrounds, are apt to be bewildered and ashamed by delinquency in the family, and reluctant to seek professional help. If they do, and despite publicity and good intensions, help through GPs or general hospitals can itself be reluctant and thin on the ground. Even within specialist facilities, resources and above all treatment methods are hampered by lack of money and of clear recommendations from research.

Therefore a large part of the book deals with practical self-help, such as how parent groups function (interestingly illustrated by developments in the Wirral) or how to recognize if one's child is using heroin. Changes in behaviour are more important than physical signs; in order of importance, they are: lack of appetite, no interest in personal appearance, unexpected absences from home (to obtain supplies) etc. Also, today, when heroin is smoked rather than injected, a sudden interest in discarded household packaging, with used tubes, burnt tinfoil and spent matches found lying about, can be regarded as conclusive. The main characteristics of relevant drugs and solvents are given a chapter ("Recognising the enemy"), including what to expect from multiple use of substances, from interactions of substances with alcohol and from using drugs in sport.

Why do some individuals become addicted and others, with apparently equal opportunity, do not? The concept of an "addictive personality type" has received little support from research, though that of vulnerability has. Inadequate family and social relationships, fear of (or actual) unemployment, poverty, loneliness, lack of self-confidence and of interests, a sense of futility, can all contribute to disaffection and to a drift into the drug culture.

The last chapter ("A port in the storm") is about philosophies and methods of treatment, especially in various residential centres, with an astonishing 19 pages of annotated addresses of organizations offering help for drug users and their families. A fashionably "laid back" approach is reported with approval – don't panic, don't overreact, don't condone or collude – as are the 12 "spiritual" steps of Families Anonymous. Prudently, nothing much is said about comparative outcomes of different kinds of treatment. There is a chilling appendix on "Pushers".

The book, within its limits, appears well-balanced and "researched". Official statistics and outcomes of investigations, mostly of the questionnaire and survey kind – the "how to recognize" material, for example, is based on well-known 1960s studies in Crawley. New Town – are supported by interviews with experts and case descriptions of individual addicts. It gives a reasonable if surface review of what may be happening in this country and of where improvement is needed.

The Mother of David S is one single case description, by the mother, of her talented eldest son, from crying baby to difficult school boy and eventual drug addict, and the effect – mostly havoc – on herself and the rest of her professional, well-off Dutch family.

It is a novel, based on fact, and is plainly observed, well written, and intensely interesting to read. The trail of lies and deception, thieving, suicide attempts, simulated and actual blackmail, physical violence, hallucinations, turmoil and danger has the inevitable feel of classical tragedy. Some of the happenings are quite horrid, but they are described with taste and restraint.

The message, if any, is bleak. A junkie is and probably remains a junkie, devoted and energetic attempts at "cure" notwithstanding. At best one can learn to ignore the abyss of his degradation, and rejoice when he surfaces for brief spells of normal life, shows insight and genuine emotions, and promises once again to reform. But ultimately it is his right to lead his own life, squalid or other. Addicts seems to have a strong capacity to survive despite constant crises, but if that fails, the family must not blame itself.

The family must assert its own right to survival and effective living. Its "tough love" must not yield to requests either for money, however plausible or menacing, since it would only be spent on more drugs, or for being allowed back home, which would disrupt the family yet again.

What kind of impact are these two kinds of book liable to make? Are they complementary, the first with its popularly scientific overview, the second with its detailed clinical workings out of one individual's fate? Or do they, as has often been argued, represent different universes of discourse which have relatively little in common? Will the parent, faced with a suspected young experimenter with drugs, look for guidance to the telling case history or to results of scientifically conducted investigations using groups of people?

Science, though it gives pointers, cannot as yet predict individual outcomes with precision.

Case histories are often labelled "anecdotal"; they are one-off events from real life, uncontrolled, unrepeatable and by their nature signifying nothing. Because of their verisimilitude they can seduce the reader to match his own experience and needs against them, swamping his knowledge and judgement. They are dangerous because they provoke unjustified extrapolation. It would be wrong to generalize from the mother of David S's therapeutic pessimism or her justification of junkiehood as a way of life.

But case descriptions also have virtues. They are dramatic and colourful, indeed often selected because of these qualities for reporting, and so they will be avidly read and will be remembered. They make readers with related troubles feel less isolated and more able to seek out others with whom to share them. They can be used vividly to illustrate principles. Finally, they suggest problems and hypotheses for scientific testing.

All this sounds obvious, but it deserves stating in the current predicament. Despite a large and imaginative body of research, for example on non-drug substitutes, we are still short of reliable recipes for changing young people's attitudes or drug-taking behaviour. Sadly, we need to brace ourselves, and get the funds, for finding out more.

MANAGING CHANGE IN SCHOOLS AND LEAs

13-15 September 1985
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Course Director: John Brand

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lingo

The things one hears!

In the present instance, heard on the BBC: "Having got the miners back to work, the next thing is to get the industry back to normal as soon as possible." A dangling participle! Let's mark!

But pause for a moment. Is the offending sentence so very different in structure from: "Granted that this is so, it still remains true that we should send help." Or: "This being the case we must help." Or: "Given the attitude, we must refuse." Or: "Considering the circumstances, he was lucky." There is a long and well established tradition in English of the absolute constructions being used as sentence modifiers.

If we can happily write: "The decision having been taken, it remains only to implement it," would it not be sensible also to accept "Having taken the decision, it remains only to implement it"? That is clear, unambiguous and direct, and offends only a rule of Latin grammar that a participle must have a noun or pronoun to agree with.

However, the prudent writer will be careful to avoid such constructions when the participle form can unbidden suddenly resume its verbal function and produce an incongruous image. "Coming down the street, her dress produced an unforgettable effect."

William T McLeod

Medieval Europe

The Flowering of the Middle Ages. Edited by Joan Evans. Thames & Hudson £18.00. 0 500 05015.

The republication, after 10 years out of print, of this magnificent illustrated survey of what Dr Evans describes as "an extraordinarily coherent and integrated civilization", is most welcome.

Following her Foreword and an introductory article on the structure of medieval society in Europe, six aspects of its life and culture are examined in depth: monasticism, architecture, court life, knowledge and learning, death and judgement, and trade.

The book's purpose: to make medieval history "more real to the ordinary man", is greatly facilitated by its 303 illustrations – all authentic contemporary documents – of which 93 are in colour. A joy to study.

H C Dent

Be safe: switch off

The Plug-In Drug. Television, Children and the Family. By Marie Winn. Penguin £3.95. 0 14 00 7698 0.
Television Mythologies. Stars, Shows and Signs. Edited by Len Masterman. Comedia/MK Media Press £10.50. 0 906 890 551.

Each of these two books on television argues a particular case, but they start from opposite assumptions. Marie Winn's first chapter is entitled: "It's Not *What* You Watch", and she notes that "concern about the effects of television on children has centred almost exclusively upon the *contents* of the programs" and that "the very nature of the television experience. . .is rarely considered". In contrast, Ed Buscombe, in a chapter on television continuity, asserts that "television is not a drug" and that "simply watching the flickering screen, irrespective of the contents of the image, surely holds few attractions". Admittedly, he is not referring solely to children, who are Marie Winn's primary concern, but she tends to suggest that for adults too, the screen serves as a pacifier.

Underlying these two approaches are two different cultures. *Television Mythologies* was conceived as a tribute to Roland Barthes, whose importance Masterman locates in a challenge to "the pre-eminent significance of literature, the concomitant devaluation of popular cultural forms and the displacement of political and ideological questions into questions of literary value". Winn, on the other hand, assembles a mass of material in support of her view that the most harmful effects of television are that it discourages reading and disrupts family life. For her, literature offers a uniquely enriching imaginative experience and it is significant that the programme she mistrusts most strongly is *Sesame Street*, precisely because it has been praised for its contribution to literacy and to pre-school education. She is (if the word is not overloaded) a reactionary and if television could be deinvented, she would do just that.

When she describes television as "a pathogenic influence" and implies that it is not even a symptom, but the source of "alienation, dehumanization, apathy, (and) moral vacuum" in contemporary society, the most sympathetic reader is liable to feel that she is overstating her case. She appears to posit a model of an ideal, pre-television society in which all American children engaged in imaginative play within a loving family circle: remove the demon in the corner of the living room, and this paradise may be regained. She admits that her own research was limited to middle-class families and it clearly did not extend to even a superficial consideration of pre-1950 social history which would have shown that alienation, dehumanization, apathy and moral vacuum could exist before *Mister Rogers' Neighborhood* and *Sesame Street*. To suggest that the only answer to any of the problems raised by television is to blow up the set, means that one has opted out of asking questions.

The contributors to *Television Mythologies* cannot be accused of ignoring the content of the programmes or their social, political and historical context. But they work within their own sets of assumptions which, to the uninitiated, may be as surprising as Marie Winn's wholesale rejection of the medium (as, for example, when Philip Simpson writes: "For me, *One Man and his Dog* is not a sinister or dangerous programme, though I can understand the arguments that would see it as such").

According to its editor, the book represents "a collaborative attempt to unearth some of the myths perpetuated by British television" during the summer of 1984. Len Masterman himself covers some familiar ground in his analysis of BBC news reporting of "the Battle of Orgreave", showing how changes between the early and late evening "reveal the extent to which news presentation is an ideological construction, rather than a matter of unproblematic reporting"; but other contributors venture into such less well-trodden fields as commercials (Colin Mercer, Tony Purvell and Dean Wilson) (Bruce Carson). TV magazines (John O Thompson), breakfast television (Elizabeth Wilson) and the context of television previewing (Kathy Myers). Ian Connell suggests that some aspects of media influence may be exaggerated and David Widgery contributes a parody of a semiologist's approach to *The 'A' Team*.

The shade of Roland Barthes hovers in the background, inviting us to unravel the apparently innocuous fabric of these myths. As usual, it makes absorbing reading, but it is not surprising that those who work in the medium at times feel persecuted by the academics who write about it. The discovery that no representation is innocent of hidden significance in its historical and political framework of society, soon leads to an understanding of the sinister and dangerous implications of televising sheepdog trials. Perhaps, after all, Marie Winn is right: the only safe answer is to switch off.

Robin Bu

BOOKS IN CLASS

Popular politics

Ireland and the Land Question 1800–1922. By Michael J Winstanley. Methuen, Lancaster Pamphlets £1.50 0 416 37420 4
Victorian Radicalism. The Middle-Class Experience 1830–1914. By Paul Adelman. Longman Studies in Modern History series £4.95. 0 582 49197 5
The Chartists. By Richard Brown and Christopher Daniels. Macmillan Documents and Debates series £3.50. 0 333 36249 7
The Making of the Welfare State (second edition). By R J Cootes. Longman Modern Times series £1.95. 0 582 22362 8
Tolpuddle. An Historical Account through the Eyes of George Loveless. By Graham Padden. Trades Union Congress £3.00. 1 85006 041 X
Coalmining Women. Victorian Lives and Campaigns. By Angela V John. Cambridge University Press. "Women in History series, £2.15 0521 27872 4

Six meaty studies clamour to squeeze into an already over-crowded sixth-form reading-list. The popular politics of the last century are constantly reshuffled and reexamined, and too many brave authors setting out to summarize the lastest state of play are overtaken before publication by fresh revisions. To some extent Michael Winstanley's *Ireland and the Land Question* suffers this fate; but failure to take note of the very latest twist in Irish historiography in no way limits the value of his brief survey of the rampant revisionism of two decades that has stood the Land Question so firmly on its head. Winstanley can write confidently about the minimal impact of famine, about contented farmers, about absentees as an irrelevant minority, about the prosperity and stability that characterized late Victorian and Edwardian times. Almost the only traditional element is the undoubted misery of impoverished peasants.

Paul Adelman's more substantial book covers less familiar ground. Reputable middle-class radicals have not been fashionable of late. *Victorian Radicalism* is a lively survey of recent research, hopping from one reference to the next in approved style. But it uses as well the dustier respectful volumes of "Life and Letters" and their copious quotations. This is a tale of optimism fading, from the ambiguous origins of the Anti Corn-Law League by way of Chamberlain's maverick misbehaviour to the dying fall of Morley, sinking beside the rumbustious New Radicalism of Lloyd George.

Richard Brown and Christopher Daniels, experienced teacher-writers, have produced a documentary collection that carves a clear way through the ever-growing complexities of *The Chartists*. Chartism embraced such a bewildering array of attitudes, demands and expressions, so many local issues and divergent leaders, that its problems can hardly be confined to a slim volume; but this is a workmanlike contribution towards understanding.

R J Cootes' *Making of the Welfare State* tells a simpler story. Indeed, it was written in rather simpler days and for less sophisticated readers, before so many doubts set in and new questions were asked. Its hopeful tale reaches a climax in 1948; the more dubious story of the last three decades is tacked on as revealing supplement.

These sober studies conceal individual tales and tragedies behind bland generalization and cool analysis, save for the occasional over-vivid snapshots enlivening the *Welfare State*. It is, I suppose, reassuring that only 400,000 odd smallholders faced hardship in Ireland, not the rural millions we once grieved for. *Tolpuddle* is at the other end of the scale. The Tolpuddle Six have always enjoyed headline treatment, and the TUC has attractively resuscitated George Loveless's moving story for their 150th anniversary. Supplementary documents, some in facsimile, illustrate the righteous indignation of authority and the bewilderment of its victims.

Angela John's microcosm of working-class history is, by contrast, totally unfamiliar, and very welcome. *Coalmining Women* uses the records of the eccentric A J Munby to fill out an unusual perspective on the 1842 Mines Act and its consequences. Universally acclaimed as an enlightened measure, it robbed some women of employment, income and independence. They resented moral and social standards imposed by an enlightened middle class. A small group (at most 4 or 5 thousand) of Lancashire pit-brow lasses kept their jobs in the industry, above ground, until the 1960s. This is a vivid and curious fragment of social history, raising intriguing issues, though marred in the telling by tangled tenses, melodrama and carelessness.

Tom Corfe

Engaging conspectus

European and World History 1815 to 1919. By Philip Sauvain. Hulton Educational £4.95. 0 7175 1311 4.
Modern World History 1919 Onwards. By Philip Sauvain. Hulton Educational £5.25. 0 7175 1312 2.

Geared to meet the demands of the majority of O Level, CSE and corresponding exam syllabuses, these brothers prove to be a highly attractive and dynamic duo. Skilfully and imaginatively compiled, and generously illustrated, mapped and diagrammed (many of the pictures are agreeably offbeat and unhackneyed) both books manage to cram a great deal on to the page without giving it an unduly cluttered look.

One can best give potential purchasers an idea of what they would be buying by a rundown of the treatment of an important topic in each volume.

Firstly, in the 14 page chapter on the American Civil War, the double-page section on "The Question of Slavery". A brief reference (perhaps almost too brief) to such leading abolitionist propagandists as William Lloyd Garrison and Harriet Beecher Stowe; a lucid summary of the delicate Missouri Compromise of 1820–1821 and the even more precarious Compromise of 1850; the collapse of these basically fudging and . time-serving arrangements in the Kansas mini-war of 1856, with the ensuing formation of the Republican Party. A graphic slave-auction print, and two excellent maps displaying the distribution of free and slave-owning states in 1821 and 1854 respectively, effectively illuminate the text.

In the later book, a four-page section on "The Rise of Mussolini and the Fascists" achieves (and this is no easy task) a coherent summary of a period of Italian history chaotic even by her exacting standards of disorder. Inset analyses of the career of Mussolini himself, and of the theory (if thus it can be dignified) of Ur-Fascism, etch a man and a creed marvellously well-matched in their essential bombastic emptiness, and in their both having no real basis of belief except endless and usually self-defeating opportunism. Pictures of *Il Duce* posing, preening, strutting and orating and of Fascist demo's shrewdly suggest the grandiloquent hysteria whose upsurge so constantly threatens the thin crust of Italian political life.

Exercises, explanatory notes and suggestions for further activities and projects complement what is already a rich and tempting mix of ingredients. These books are well calculated to arouse and maintain the interest of all those pupils capable of being stimulated and held by an alert and engaging conspectus of modern world history.

Martin Fagg

High society

European Society 1500–1700. By Henry Kamen. Hutchinson £14.95. 0 09 156990 7. £7.97. 156991 5.
European Urbanization 1500–1800. By Jan de Vries. Methuen £22.50. 0 416 36290 7.

Sweeping majestically through the stressful centuries that gave birth to a new Europe, Henry Kamen matches generalization with vivid detail in masterly fashion. His *Iron Century* of a few years back sits at this book's core, and tacking odd decades fore and aft as well as the latest on family structure and popular culture has not substantially affected tone or content. Of violence, tension and upheaval we are made well aware, as Reformation and Renaissance spread their ripple-circles through every social level. These large events themselves remain marginal, and the focus is on the man in the village street; hamlets almost without *The Prince*, in fact.

Professor Kamen unwisely attempts to portray *European Society* without the maps, tables and diagrams that might give an extra dimension of clarity and precision. "So many of these are available . . . that to choose a handful seemed quite arbitrary," is his old explanation. Jan de Vries could have spared him a few, for *European Urbanization* has the scientific accuracy of the photograph in place of Kamen's impressionist colour. His formidable data base amasses population statistics from 370 towns that numbered at least 10,000 people, topped off with more from smaller towns and other centuries. Intensive work with calculator and graph paper follows in an impressive dissection of the urbanization process that confirms old assumptions and includes some surprises. In approach and matter this is an invaluable contrast and complement to *European Society*.

Tom Corfe

In brief

A Guide to Industrial Archaeology Sites in Britain. by Walker Minchinton (Granada, £10.95. 0 246 11781 8) is clear and compact. It describes selected sites in half-page detail, more in a bare five lines or so; and, in embracing "social" archaeology, it covers almost every kind of visible history. Inevitably, there are debatable omissions and trivial errors, but they are far outweighed by unexpected and welcome surprises.

Gwyn Jones has updated **A History of the Vikings** (Oxford Paperbacks, £4.95, 0 19 285139 X) to take into account of sixteen years' research, discovery and discussion. Additions to his excellent narrative go some way towards reflecting rapidly changing attitudes, and despite cuts and squeezes this remains a reliable and readable survey.

TC

CHILDREN'S LITERATURE

Our Animal Friends. By Alice and Martin Provensen. Walker Books £5.95. 0 7445 0266 7.
Town and Country. By Alice and Martin Provensen. Jonathan Cape £5.95. 0 224 02084 6.

Provensen fans in England have had to wait 10 years longer than in America for the latest book about Maple Hill farm. If you know and enjoy *The Year at Maple Hill Farm* and *A Horse, A Hound, A Goat and a Gander*, you will renew many old acquaintances here. The hound has gone to his long home and that particular horse is not mentioned but Goat Dear is still around as is Evil Murdoch, the gander villain of the earlier book.

This one is more general. We are told lots of animals' names – and the Provensens are both prodigal and inventive with them – but also look at farm species as a whole. As usual, the pictures are bold and detailed by turns. Huge Max the cat takes up a whole double spread, which is a lot of cat in a large format book like this, but baby skunks are just as nicely characterized.

It's full of useful tips like how to weigh a dog, but doesn't avoid the hard facts of farm life. A rooster is taken by a fox and Max leaves bits of dead mouse on the doorstep: "Not a pretty sight. But then, no cats are vegetarians. It is not in their nature." The last page, with pictures of the animals that were and will be, as well as the ones that are, is both truthful and moving.

Less successful is the Provensens' most recent book, *Town and Country*, from another publisher. The contrast between urban and rural life has exercised writers and artists since classical times, but few handle both sides equally well. The Provensens are no exception. They start with the town and though they establish an acceptable city-style in their crowded, multicultural pictures, the text shows less awareness of urban diversity. "Almost everyone who visits a big city stays at a hotel", for instance, or "When you are hungry you can go out to eat in a restaurant" bespeaks the comfortably-off visitor rather than the resident.

Back on their home ground in the second half, with country life, you still miss the personal details of Maple Hill. "The sheep complain" or "Geese gabble" are no substitute for the portrait in *Our Animal Friends* of the sheep who faints every time she is sheared or the four vivid pages of disagreeable characteristics, which ends: "That's the trouble with geese, who are otherwise nearly perfect."

Mary Hoffman

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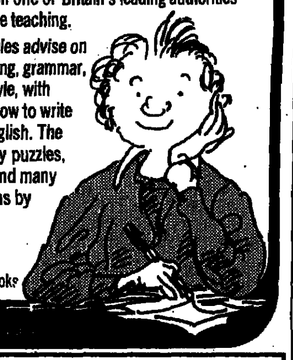

GRANADA

Is co-education damaging for girls?

It is common experience for girls to be 'put down' in class by boys, verbally abused and sexually harassed argues Pat Mahony, author of **Schools for the Boys?**

She suggests that it is sexual politics, not biology, which is responsible for the way girls are treated in mixed schools, and illustrates her case with extracts from interviews she carried out in schools. Pat Mahony concludes with a look at the work being done by some teachers to counter sexism in schools.

£3.95 paper 09 160841 4 Pub 3rd June

If you would like to buy a copy of **Schools for the Boys?** (09 160841 4), please send a cheque for £4.50 (incl. p+p) made payable to Hutchinson Publishing Group to:
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This book can also be purchased at all good bookshops.

Stereotypes

Lonely Cowboy. By Alfred Fagon.
Tricycle Theatre.
Susan's Breasts. By Jonathan Gems.
Royal Court Theatre Upstairs.
Measure For Measure. By William Shakespeare.
Young Vic Theatre.
Henry V. By William Shakespeare.
RSC Barbican Theatre.
Sweeney Todd. By Stephen Sondheim/Hugh Wheeler.
Half Moon Theatre.
The Corn Is Green. By Emlyn Williams.
The Old Vic.

A "world première", *Lonely Cowboy* concerns "English second generation blacks" in Brixton. Twenty-year-olds Flight and Gina have opened the Lonely Cowboy Cafe to which come ravishingly pretty barmaid Thelma; Wally steals Stan's stock of marijuana; Candy and Dalton quarrel and make up; Wally fatally stabs Stanley who shoots him dead. This sudden violent eruption abruptly ends a play in which people who are stereotypes enter/exit for no apparent reason, explaining the action, discoursing on love, assimilation, freedom, blacks and the police, drugs etc. Good actors struggle to flesh them out and enliven leaden dialogue. *Lonely Cowboy* is bad copy for blacks fighting racism, and a poor advertisement for black theatre.

Susan's Breasts by Jonathan Gems does a similar job on white 22-year-olds, and with a comparable lack of stagecraft. Actress-waitress Susan sleeps around having been made sterile by starting the pill at 14. Her studs include would-be novelist Paul, restaurateur-boss Ken, semiotic film-maker Adrian and natural-man pop star Lemon who bursts into her life swearing undying love – vowing to give her his baby. Successfully impregnated, Susan's breasts swell and endanger her career acting an anorexic. Lemon breaks out of prison promising her a new life in Spain. Suburban Carol, on the dramatic periphery, moves in with Susan and is soon smoking heroin, swilling vodka and stealing cash, dolled up in rubber corset and leather. All this involves shouting, swearing, sex-talk, speeches which sound bookish. What Gems means and what the design and soundtrack signify are all a puzzle.

No puzzles disturb David Thatcher's production of Shakespeare's disturbing *Measure For Measure*. Shelagh Keegan's modern-dress design – a wall painted with the title – focuses attention on the actors. The Duke (Peter Guinness) painstakingly sets out the main plot, keeps its equivocal argument going when impersonating the Friar. It is his play, not Angelo's (despite John Gillett's fine edgy performance) which compels belief in Isabella's attractions despite her plainness. Janet Crawford cleverly doubles Overdone and a line of courtiers subsumed under PA; Rob Edwards plays wide-boy Lucio *con brio*. It is an ideal schools' production: easy to follow, maintaining interest, amusing and touching. Its skating over the play's darker questions should provoke endless class discussion.

Kenneth Branagh's brilliant complex characterization of *Henry V*, unevenly directed by Adrian Noble, should do likewise. Bob Crowley's designs clearly distinguish the opposing forces, though the golden French camp smacks of window-dressing. Fine acting from Nicholas Woodeson (Dauphin), Christopher Ravenscroft (Montjoy), and Patricia Routledge (Quickly) compensates for grotesques Pistol, MacMorris, and Jamy. Ian McDiarmid's posturing, vocally-gymnastic Chorus mars a production which is otherwise grandly patriotic stirring stuff.

Stirring too, *Sweeney Todd* opens the new Half Moon Theatre with a bang. Chris Bond directs it in full-blooded grand guignol style, thrilling and scary. It is hardly recognizable as the Drury Lane failure in a theatre which fits it perfectly and with an enthusiastic cast. Leon Greene (**Sweeney**) is good but Gillian Hanna (Mrs Lovett) steals the show in a production which had the audience shouting for more. Deborah Kerr's fans rose to her at the end of *The Corn Is Green*. She looked surprised. No wonder, for her tiny voice and delicate gentility suited neither Miss Moffat nor the theatre. Imelda Staunton (Bessie) and Bridget Turner (her ma) gave life to a tame performance.

John James

Television

Ab-original

"It's difficult to get into a black fella's head that one man is higher than another", said a Victorian clergyman of the Australian aborigines, unselfconsciously espousing Caesar's values rather than those usually associated with his religion – though, to be fair, the Roman imperialists never subjected a conquered people to the treatment meted out to the first Australians. Something of their story was told by John Pilger in **The Secret Country** (ITV, May 21) and it was not good advance publicity for the celebration, in 1988, of the second centenary of the landing of HMS "Supply". An Act of Contrition would be more fitting.

To some extent, it is already being made. BBC2 (May 24) showed the first episode of the Australian television drama **Women of the Sun** which looks at the arrival of the "clay faces" from the point of view of those whose land and lives were to be taken for the white man to make his convict settlement, surfer's paradise and nuclear testing ground. Aboriginal society was probably less idyllic than these programmes suggest, but the bias is part of the price to pay for nearly 200 years of falsification of history and denial of human rights.

The law of cross-channel coincidence meant that the Aborigines had more coverage on both sides of British television last week than in the previous six months and the issues raised by their struggle for recognition seemed to be reflected, obliquely, elsewhere in the week's output. **Diverse Reports** (C4, May 22) put the case for separate schools for West Indian children in Britain. Starting from the conclusion of the Swann Committee that Black children tend to under-achieve in an integrated system, Carlton Duncan argued that Black schools would provide an environment in which they could flourish and that the contribution they made to society as a result would ultimately decrease racialism. C4 also showed Franco Rosso's film **Babylon** (May 24) and, on Voices (May 22), brought together Susan Sontag and South African novelist Nadine Gordimer to discuss the writer and politics. Gordimer spoke of the inevitability that her work should deal with injustice in "an unnatural and oppressive social order"; but, as the Australian experience showed, societies can remain unaware of the injustices in their midst. Perhaps television has done something to change that.

Robin Buss

Dovetail

Witness (15)
Plaza, Lower Regent Street

Peter Weir's *Witness* achieves a perfect dovetailing of genres – so neatly, in fact, that it is a case-study in the use of conventions for other ends. The cops-and-corruption stuff is reassuringly familiar: big-city detective John Book (Harrison Ford) finds out that his boss is implicated in a murder. His only eye-witness is a boy (Lukas Haas), and they must both hide out until, with the hunters slowly closing in throughout the film, all can be resolved in a final shoot-out. There is even a sub-plot involving the boy's widowed mother (Kelly McGillis) and we know that beneath Book's tough and cynical exterior, a tender and essentially uncorrupt heart beats faster in her presence.

Or, if you don't know, it is a long time since you went to the movies. *Witness* assumes that you will react to the signs even as it proceeds to criticize them. The boy and his mother are Amish, members of a Pennsylvanian fundamentalist sect that abhors the modern world: they do not drive cars, shoot guns, watch television or use telephones. The men wear black clothes and broad-brimmed hats; their manhood does not require them to knock the teeth out of any "English" who jeer at them and the women are expected to resist the allurements of handsome, hardboiled, gun-toting detectives. Amish society is secure and repressive for its members, and provides an ideal background against which to test the values of John Book's violent and self-seeking city precinct.

The high point of the film is consequently not the murder, the chase, the gun-fight in the underground car-park or the gruesome settlement of accounts, but the erection of a barn in which the whole Amish community unites for the benefit of one family: superb camerawork, music and editing leave no doubt as to the importance of an episode which, if this were just a thriller, would ridiculously interrupt the narrative. And the love-story turns out to be no sub-plot after all. Whose side are we on? In Book's world there is no puritan morality to separate the lovers and a strong man will not meekly submit to injustice.

RB

Destiny

Ubu and the Clowns.
Actors' Touring Company: (To[ur]s) the South of England until July 20.

It's appropriate that the father of th[e] Theatre of the Absurd should be a[n] adolescent schoolboy whose first pl[ay] satirized his science teacher and [la] Belle Epoque at the same time. The sequel to *Ubu Roi*, *Ubu Enchaîné*, has King Ubu and his wife fleeing from th[e] Poland they had once ruled as tyrant[s] despots. Arriving in France they d[e]cide that freedom can't be wo[n] through power and that the ultimate freedom is therefore voluntary slavery.

ATC's adaptation of Ubu Enchaîné, *Ubu and the Clowns*, gives us a picture of a France grotesquely infatuated with its own sense of freedom, to a extent where disobedience is more or less compulsory. Now this sort of joke is all very well if it can be sustained theatrically for two hours. In most cases, the *Ubu* plays wilt after a short time as the director runs out of effects. ATC's Ubu succeeds because of its unity the clowning technique brings to it. That's not to say that the whole cast wear baggy trousers and red noses and shout at the audience. What director John Retallack has achieved is a physical style of acting that his cast of six are equally proficient in – a sort of expressive spasm that starts at the face and wriggles its way down the body towards the *merde* spattered stage.

Pa Ubu is a refreshing change. Chris Barnes' portrayal of the crazy monarch demonstrates that you don't have to go over the top to be obscene. He achieves some of the most subtle breaking of wind I've ever seen on stage and his muttered asides, delivered in the style of an outraged gen[tle]colonel, are delightful. Alison Peebles's performance as Mu Ubu should carry a government health warning and Malcolm Scates as the naive military man, played as a bewildered Dirk Bogarde, contrasts beautifully with the scatological excesses of the rest of the cast. It's a mistake to examine Jarry's work too closely for philosophical content. Eventually, everybody wants to copy Ubu and become slaves themselves. They even offer him a crown again, but naturally, he won't wear it. This is not a cerebral comment on the nature of freedom or leadership, it's just a joke. It's Ubu's comic destiny to be king whether he likes it or not.

Nick Baker

Art for all

An Exhibition of Examination Work.
Woodside School, Woodside Road, London, E13.

An East-End district with its own share of urban blight, Ploistow, is not a place where you might expect to find much enthusiasm for art and design. Yet, despite the urge to get a job as soon as possible, every pupil at Woodside School continues to do something in the visual arts right into the fifth form pursuaded, no doubt, by an energetic staff, good resources and a generous choice of activities.

The range and quality of this year's mostly CSE work is excellent with two and three-dimensional objects supported by some very good sheets of technical and observational drawing. Flat-pattern work is nicely balanced between quite large prints and designs on paper, like Debbie Orpin's stylized woman surrounded by flowers, and it is easy to see how the fast-food pieces among the vigorous, well-executed ceramics relate to still-life studies.

The 3D work is particularly impressive. A firmly modelled, portrait head by Joanne Ling is exceptional for a fourth-year and Debbie Vaughan's large Buddha in metalized resin unusually ambitious. In addition, there are functional items, like Lisa Holman's pedestal table, Turtle Bee's wooden seat and Mandy Taylor's hound's-tooth, check suit, that combine sensible design with great technical skill.

Surprisingly, none of these pupils has even considered going to an art college. Local attitudes to higher education are such that they prefer to make useful things for themselves or provide equipment and toys for a nearby hospital. Which is why Colin Bolding and Rodney Solomon constructed rocking horses and Paul Barker a metal golf trolley. At Woodside School, art and design are not exceptional activities but integrated into the life of all.

Michael Clarke

Top left: Debbie Vaughan's Buddha; above: work by Adoni Benjamin

Accord

The Chocolate Soldier. By Oscar Straus.
Bromsgrove School, May 22, 23 and 24

Put 17-year-old soloists in a proscenium arch and make them sing over the top of a 25 piece orchestra placed between stage and audience and it inexorably follows that some moments of your show will simply be lost in the orchestral sound. It is a pity that this otherwise excellent and exuberant production fell into this difficulty, especially as the problem was surely easily forseeable.

The evening was an enjoyable one nevertheless – well staged, beautifully dressed and marked by some excellent individual performances. Christopher Thomas caught the anti-militarist spirit of the title role very well, and Kate Holland made a charming leading lady. John Reed as Alexius proved beyond all doubt that enthusiasm, coupled with barefaced effrontery, can be a substitute for vocal quality and Sarah Dillon, as Mascha the maid, showed genuine and rare comic talent. What made this show, though, was the chorus. Amateur choruses are notorious for being wooden. This one, levened by some excellent dancing and vigorously led by the orchestra, was infectiously alive with every last soldier and villager down to the smallest acting and re-acting in full measure. Their act two finale made the whole show for me.

Gerald Haigh

Next week

Mark Bonham Carter on British immigration law; Robin Buss on 30 years of cinema; Children's books

Among this week's contributors:

Steve Grant is assistant editor of Time Out
Nicholas Shrimpton is Dean of Lady Margaret Hall, Oxford
Hannah Steinberg is Professor of Psychopharmacology at University College London

Time after time

The Box.
Leeds Playhouse Theatre in Education. Tel: (0532 442145

What gets remembered, and why? What's the relationship between myth, history and reality? These daunting questions are at the centre of Leeds TIE's current programme for nine-year-olds.

Before the team's visit, teachers experience the programme for themselves, returning to their classes to prepare with them a time capsule – a box of items for future generations to judge today by. On the morning of the visit the children are cast in the role of experts on the past at their yearly meeting behind the scenes of a museum. Into the meeting bursts a Mr Samuels, desperate for an interpretation of the contents of a time capsule that he has found under a decorated stone in the wilds of the Yorkshire moors. This capsule's contents – some easily recognizable, some open to imaginative speculation but all with a "primitive" feel to them – are pored over by the young "experts", now firmly into their roles as professors and using appropriate language to record their findings.

There then comes a deftly managed arrival of a time traveller whose appearance matches the picture of the man on the stone under which Mr Samuels found his time capsule. The man, suggestively named Doc Mentry, uses language that suggests that he's from the future rather than the past. He has a "race memory" of electricity, planes, cars and televisions (another box) but his language and dress are mysteriously primitive. He refers to his past (our present) as "The Good Times" and his present (our future) as "The Bad Times".

Doc Mentry's story of how the good times had turned bad, performed in a box like set with the help of two other team members in a strange mixture of mime and song, using the language and grammar of television. It aims to give a mythic account of an apocalyptic future, by telling the story of how a symbolic head loses control of a symbolic body. There are hints of an environmental apocalypse, or perhaps a political one, but predictions of epidemic or nuclear holocausts are wisely sidestepped.

Throughout the day-long programme there is plenty of time for discussion and reflection, both in and out of role. One topic for speculation is why Doc Mentry's future world will remember us in the way shown by the play. Are these *really* the good times? To help them, they are shown yet another box containing Doc Mentry's precious relics of the past (our present) – a doll's head, her arm, a toy truck and a toy television.

Coldly described, the programme appears very confusing – too confusing, perhaps, for the average nine-year-old. An additional problem was that I saw the programme (but not the preparatory or follow up work) in a school at which, for reasons entirely outside the company's control, the response was not strong. The structure of the piece was evident and the initial tension in which the pupils were cast as anthropologists worked well – an object lesson in developing from classroom to dramatic language which is very valuable to teachers not versed in the technique. It's harder to comment on the team's claim that the programme illustrates the reasons for myth making (for current myths, read "the media" including, of course, the gogglebox) and the selective process of mythography. What *The Box* does illustrate is the uselessness of the well worn phrase "The Olden Days". It provides a picture of history as a continuum in which one person's past is another's present.

Nick Baker

Sheer poetry

Berlie Doherty on being a 'writer in school'

When teacher Jane Blackburn of Charter School in Barnsley asked if she could have writers visiting her school for a poetry day, she was given funding from Yorkshire Arts and from Barnsley Education on condition that she involved other schools. In the way that such things do, her plans snowballed until she had a major event on her hands – three writers handling 900 children from 16 schools. I was one of the writers there with Wes Magee and Bob Pegg. A lot of nervous energy goes into these events: children come with high expectations – they're having a day off school and they're hoping to be entertained; teachers come wanting to see something that they wouldn't have thought of doing in the classroom themselves. For the writer in school, it's a tough day's work.

The day started at nine. I had a visiting group from Elsecar Junior, and a handful of older Charter School children; about 35 for a 90-minute workshop. Oral work on building up a poem together was slow starting until they realized that suggestions like "when a frog croaks it sounds like an old man bending down" were perfectly acceptable. When they were talking and thinking freely I broke them into knots of fours to write group poems. They all had different subjects, but their question was "What's it like?". My favourite was one about a fish "quiet in the reeds, like a mouse . . . silver, like a princess".

A large group from Langwood First School next, all come to write, and happier working flat on their stomachs or kneeling up to rest against chair seats. It was rewarding for me to come across lines like "diamonds remind me of sunshine on water . . . they remind me of grass . . ." – their teachers were aware of other responses; quiet children contributing to oral work, or clamouring to read out their poem.

School sessions are always challenging to writers. You never quite know what teachers are expecting of you, and of course you don't know anything about the children you're working with. You're changing focus all the time. So, although it's pretty daunting, it's just part of the job to move from 7-year-olds to 17-year-olds. My group of 30 from the sixth form college were every bit as responsive as the little ones had been, and applied themselves just as readily to the written tasks; the only real difference was in the focus of the language I used to them, and my own need to explain my choice of exercises and the structure of the session. The pupils go out exhilarated with rapid achievement, but the writer is left frustrated; you've only begun to touch the surface. The class teachers were very reassuring; the work would go on, they promised.

But the day swings on. I hurried to my final and most challenging session – reading to 105 new children from 7 to 18. You can't afford to lose one child here; this is for all of them. And it's hot, and it's last thing on Friday afternoon, and it's the end of a very full day . . .

The right to know

"On Wednesday, July 9 (1982), I wrote an article on the loss of the *Sir Galahad*, which made it clear that the ship was given inadequate protection and that there was anger and bitterness over the incident." So said *The Observer*'s Patrick Bishop in evidence to the House of Commons Defence Committee investigating coverage of the Falklands War. His article was suppressed by the military.

Add to this the fact that John Nott told journalists to "speculate as you wish" when they pressed him for details of casualties, it is not surprising that the loss of the *Sir Galahad*. has become shrouded in official silence, rumour and accusations. Nowhere more so than in Wales: half a battalion of Welsh Guards was on board the ship when it was hit by the Argentine air force.

Greg Cullen's new play, **Taken Out**, takes that incident as its starting point and explores such issues as the right to know, accountability, and the line between national interest and a government's self interest. This it does by focusing on the lives of the three guardsmen and their families in what promises to be a particularly powerful play being staged by Theatr Powys. It is on tour in Wales and Hereford during June: details from Theatr Powys on Llandrindod Wells (0597) 4444.

David Self

Musical chairs

Young Concert Artists Trust: A new venture in concert management for young professional musicians

The young Mozart had his father Leopold to manage his professional career. Many of today's prodigies will fall by the wayside unless they receive adequate support and guidance in the important period between the end of their training and their launch on to the concert platform by a commercial agent. The Young Concert Artists Trust, brainchild of Sir Ian Hunter, chairman of Harold Holt Ltd, Britain's oldest concert management agency, was formed last year specifically to assist young performers in these crucial early stages. It has no equivalent in this country; its American counterpart, Young Concert Artists Inc, has been responsible for promoting such names as Pinchas Zukerman, Murray Perahia, and many others. YCAT is entirely funded by business; its main sponsors are W H Smith, who have for a minimum of three years provided a luxurious suite at the top of their New Fetter Lane building. Jane Glover, artistic director of the London Mozart Players, and Robert Ponsonby, controller, BBC Music, represent the musical world on the board of directors.

The six young artists selected after rigorous auditions to take part in the new venture have just completed a series of concerts throughout Britain. What would life have been like for them without YCAT? I talked to 19-year-old cellist Caroline Dale, and pianist William Stephenson, who is 21. William played the Mozart D minor concerto at the age of 15, and after his debut at the Barbican in the Tchaikovsky concerto was invited back to play Rachmaninov. Caroline had been acclaimed as reminiscent of Jacqueline du Pre; she has appeared with the Halle, and is the youngest Associate of the Royal Academy of Music. Her most exciting achievement is an engagement to perform the Elgar concerto with the Royal Liverpool Philharmonic next year. She has also been invited to tour as the British representative with Les Jeunesses Musicales in Canada this summer.

Both felt that YCAT had relieved them of the worry of making contacts and handling their own promotion, thus allowing more time for practice and studying new works. It wasn't just securing engagements – they had to be the right kind of engagements. Should Timothy Wilson, a young counter tenor who is also on the books of YCAT, take the part of Medoro in the Scottish Opera production of Handel's *Orlando*? The Trust helped him make the difficult decision. After starting as an understudy he has just opened in the role to excellent reviews, and looks set for an operatic career.

Though Caroline and William are well on the way to becoming established as professional musicians, they belong to a generation that approaches solo performance with sensible realism. Like that other great cellist, Pierre Fournier, Caroline finds playing in a chamber group both enjoyable and beneficial to her solo work. William feels it is important for a pianist to know the orchestral repertoire, and approaches a concerto not "as a struggle between piano and orchestra" but as a dialogue between two parties communicating with each other.

It is not enough just to be young and to possess talent; presentation, general musicianship and above all, stamina are essential. Today, when there is more young talent around than ever before, a proliferation of scholarships and bursaries makes it all too easy for a young artist to blossom and fade before he or she is established. Caroline lays some blame on competitions such as the BBC Young Musician of the Year Contest, which she won at the age of 13; William is critical of the kind of competition which "shuts you up for nine days to learn a new work" though, grinning modestly, he confesses he once learned a Liszt concerto in three days. "We are", says Michael Kaye, general administrator of YCAT, "in the business of building a bridge which only a few will be privileged to cross". YCAT has chosen wisely in opening its doors to such personable all round young musicians, who, despite talent and success, have not allowed souring aspirations to let them forget that but for good fortune they too might have been sitting along with their instruments waiting for the telephone to ring.

Philippa Davidson

The 1985 auditions for YCAT (strings, keyboard and voice) are currently taking place. The Finals will take place on September 22 in the Purcell Room. For further details contact Young Concert Artists Trust, Strand House, 10 Mint Fetter Lane, London EC4; Tel: 01-353 0277 ext. 3420.

Top: Caroline Dale and Timothy Wilson; above, William Stephenson

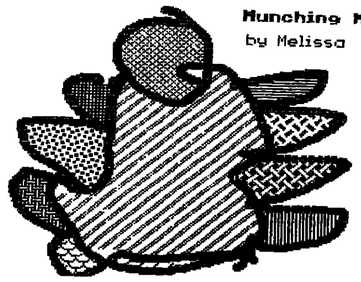
The Children's Society.
Church of England Children's Society

CAR WASH FORTNIGHT 1985

- Join us in this summer's big campaign to send a handicapped child on holiday.
- For a fortnight between May and September The Children's Society wants you and your friends to wash as many vehicles as possible for a set charge.
- Details and Forms from:
  Mrs Marion Brown, Room CW5.
  The Children's Society, Old Town Hall, Kennington Road, London SE11 4QD.
  Tel: 01-735 2441.

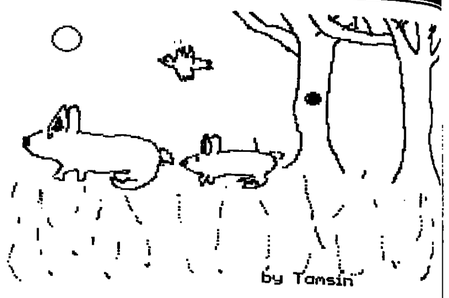
Prizes

- For the most unusual vehicle washed
  The winner and runner-up will receive Sinclair Spectrum 48K computers + £50 for group or school funds
- For the most unusual place
  The winner and runner up will receive Sinclair Spectrum 48K computers + £50 for group or school funds
- For the most money raised
  The winner and runner-up will receive Sinclair Spectrum 48K computers + £50 for group or school funds



See how they run

Andrew Rothery on MICE in the primary school



The mouse is an inexpensive piece of computer equipment which has shot to fame this year. It has recently become available for the BBC Micro and is, therefore, poised to become widely used in primary schools.

Mouse fans are delighted with the thought that the traditional computer keyboard can be bypassed. Users can draw pictures and diagrams directly without having to type in commands from the keyboard. The mouse is a small box which fits into the palm of your hand; its tail is a cable connected to your micro. When you "draw" on the table surface, corresponding images appear on the screen. Mice seem to have three eyes: buttons which you press to carry out certain functions.

Using software supplied with a mouse, you can embark on a form of wordprocessing which uses pictures and diagrams rather than words alone. Figures drawn can be stored on disk or printed out. Yesterday's work can be fed into the computer and edited, and different versions of the same diagram can be produced easily.

The AMX mouse came on the market recently and has already received widespread praise. The basic kit consists of a mouse whose lead plugs in to the user port. There is a ROM unit which must be fixed inside the computer, and a disk containing various programs and files. The mouse is basically a general-purpose piece of equipment which can be used with different programs. You can even write commands into your own programs so that input from the mouse can be used.

However, most primary schools will immediately want to work with the AMX art software supplied with the mouse. This is loaded from the disk, but the disk can be removed, allowing users to insert their own blank disks in the disk drive. On loading, the user is confronted by a window of empty workspace surrounded by a border of tiny symbols. These are called *icons*, another key concept in the mouse world.

Suppose you want to draw with the pencil effect rather than the paint spray. Using the mouse, you simply move an arrow on the screen so that it points to the symbol for your desired implement. Pressing the "execute" button then activates your choice. Icons mean you do not even have to read text, let alone type it.

AMX art works in black and white, but offers a wide range of pre-designed patterns for shading in regions at the touch of a button. For primary schools, black and white is not a major restriction. After all, most of the work will be printed out and the usual printers are not in colour. There are two print options. Your figure can be printed out almost A4 size, or alternatively, eight times smaller. Testing revealed that circles come out as ovals on the small size print-out, which is irritating if you are doing geometrical diagrams.

Another mouse concept is the "pull-down menu". A number of headings are printed across the top of the screen. On selecting one of these, a menu of commands is revealed, rather like pulling down a roller blind. You can then select a command from the menu and the menu will roll itself up tidily afterwards so you can carry on working. These menus are written in words. They enable you to control the printer and disk drive, and they permit a further range of visual effects.

Having admitted that words are indeed used in parts of the screen, it must be said that you can in fact include text in your drawings. Words and numbers are typed in from the keyboard. Text may be typed as normal, bold or extra bold, and for each style you may have italics. This permits six different text effects. Unfortunately the lettering is always the same height, so if you want really giant letters, you have to draw them. The sprayean effect makes adults' writing look like that of a seven-year-old, but seven-year-olds' writing is unchanged.

There are techniques for achieving accurate drawings. For example, you can draw circles and rectangles automatically. The software first shows you a temporary shape, which you can adjust; then when the shape is exactly the right size and in the right place, you press a button to have it drawn permanently. Similarly, when drawing with the pencil, you see a provisional straight line which can be fixed when you have moved it to the right place. Be warned that diagonal lines can sometimes come out a bit wobbly owing to the resolution adopted.

Children can produce an acceptable drawing after only a few minutes' guidance. The two pictures above were done by a seven- and a nine-year-old during their first half hour with the AMX mouse. Further practice is needed to become really good, but children of all ages can produce reasonable figures very quickly.

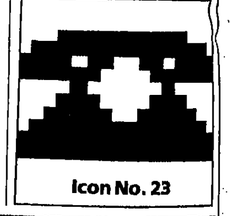
The range of potential uses is enormous. The drawings might be artistic, or they might be mathematical or scientific diagrams. You can make notices and signs. The image-processing facility is useful. For example, you might be doing a cartoon strip which requires the same background on half a dozen different pictures. The teacher might have drawn a neat map. Pupils can then conjure up a copy of it on the screen and mark it or shade it to meet their own requirements.

The mouse, and associated software, is very much a tool. Unlike many kinds of educational program, it leaves the pupil very much in charge of the machine, using it to extend his or her own personal skills. Used with common sense and a touch of imagination, the mouse will enable children to work on many topics at a much improved level.

Supplier
The AMX mouse is advertised at £89.95, but many suppliers and I.e.a.s are able to sell it at a substantial discount. Without VAT a price of £69 to £70 is not untypical. Additional software is also being marketed. AMX is offering utilities which permit rotations, reflexions, ellipses and arcs for £14.95, and Watford Electronics are selling a Colour Art program for £13.

Other mice are also on the market, and some schools may be interested in the Marconi RB2 tracker ball, costing around £52 excluding VAT. Rather like an upside-down mouse, the screen is controlled by moving a rotating ball. This is more accurate than a mouse in operation. The art software permits display of exact coordinates, thus assisting with precision. Print-out facilities are not as good as on the AMX mouse, and it does not allow shading, but works in three colours. Techniques for drawing circles, triangles and rectangles are good, and there is graphics software for the more advanced user, which permits better results.

For children's use the AMX mouse has most to offer, but the tracker ball has value for certain types of work and its software is entirely disk based, so it is not restricted to use on one specific machine.



Plug in

Plugtop power supplies
£10.90, £11.90, £12.90 + VAT
Artec (1 for E) Ltd, Salewheel House, Preston, Lancs PR3 3XU.

These items are intended as cheap, safe power supplies for use in microelectronics teaching. I have only seen the model described as 5V DC 1A unregulated, but smoothed and regulated versions come at the higher prices shown.

The unit consists of a transformer and fuse built into a white 13A plugtop from which comes a flex terminating in a 2.5mm jack plug. This plug fits into a box carrying two terminals from which the final output is taken. I presume that the smoothed and regulated versions simply use different final boxes.

I regret that I cannot recommend this initially attractive product for a number of reasons. The plugtop unit is labelled "Output DC 6V 1A". It actually gave no 20V AC 50Hz on open circuit and 15V under load (a 5 ohm resister which got very hot!). The unit is described as "fused", but it is completely sealed and I can see no way, short of drilling, to change a blown fuse. The arrangement of the two parts, together with the misleading labelling, may tempt some users to plug the jack directly into a calculator or similar device. The final output was 7.5V peak 100Hz sine wave DC under load although the smoothed versions may be better.

Overall, the idea is a good one but the design should include smoothing and regulation as a matter of course, a replaceable fuse, proper labelling, and a one-unit rather than a two-unit construction.

Alan Vincent

What's in a brand name?

Mike Clarke reviews a teaching pack on advertising

Brand X Game
Teaching pack including posters, information sheets and notes for teachers and players
Price £7
Scottish Council for Educational Technology, 74 Victoria Crescent Road, Glasgow G12 9JN.

Devising a marketing strategy and sample advertisements for a new product has been one of the staple activities in Media Studies and English courses for some time. *Brand X* offers a helpful structure for these exercises, which will be particularly appreciated by teachers new to the field. The pack also makes available useful background facts in the form of posters and information sheets, and provides photographic "raw materials" for students to use in making their own advertisements.

Brand X is the latest resource to emerge from the recent explosion of interest in media education in Scotland. This pack results from a collaboration between SESAME (South East Scotland Association for Media Education) and the Media Education Development Project based at SCET. The success and productivity of these organizations demonstrate what can be achieved when the energy and commitment of people involved are supported by public funds, in this case the Scottish Education Department.

The *Brand X* materials were, apparently, successfully tested in a rough form in schools in the Lothian Region. Perhaps the "New, Improved", glossy version ought also to have been piloted, because there does appear to be one small difficulty involved in using it. This concerns the figures and backgrounds from which students are to construct their own adverts, which are presented as A3-size photographic masters: an excellent idea except that standard, heavily-used school photocopiers rarely reproduce photographs adequately and often cannot cope with originals larger than A4. Perhaps the producers of *Brand X* ought to have taken a leaf out of the ILEA English Centre's book (or resource pack) and provided class sets of these materials, as the comparable newspaper simulation, *Choosing the News*, does.

However, there is no doubt that *Brand X* will be widely welcomed, not least for its handy presentation of circulation figures and advertising rates for 11 well-known newspapers and magazines (only two of which are Scottish); readership breakdowns by age, gender and social class are also provided. Future work on advertising will benefit greatly from having a basis of hard information of this kind. Inventive media teachers will also be stimulated towards the development of their own resources by other ingredients of the pack. At only £7, who can afford to be without *Brand X*?

Victoria Neumark

Lamb's tale

New Zealand Lamb Education Project
Price £5 inc p&p
New Zealand Lamb Education Service, 10 Barb Mews, Hammersmith, London W6 7PA.

As one might expect, the existence of the New Zealand ovine, as profiled in this teaching pack, is solely defined by the qualities of its flesh. As with many of the packs produced by interested bodies, the material has a mopomaniac quality which tends to glaze the eyes as one turns the page from the "History of New Zealand" (culminating in the transportations of meat from the Antipodes to these shores) to "This is Lamb" (very much a matter of cuts of meat rather than soft little woolly gambolling things) to "Nutrition of Meat" (not a mention of saturated fat but quite a lot on protein deficiency!), and so on to "Preserving", "Cooking", "Meat Making Equipment" and "Lamb Worldwide".

Home economics teachers may find much of this information useful, particularly the charts on cuts and the recipes. There is also some intriguing material on different cultural attitudes to sheep meat and ways of raising sheep. The sections on equipment and meat making could have wider application and, as all material is free of copyright, teachers could use them to discuss, for instance, buying patterns and the *batterie de cuisine*. Most of the recipes are not particularly inspired but are standard roast, stew or grill. Personally I prefer to sear the roast at gas mark 7 (425F) before lowering it to mark 4 (350) but that is a minor quibble.

Victoria Neumark

notes

DISCOVERING WALES
The National Museum of Wales has just announced a series of guided walks to introduce the countryside's ecology, geology and history to school and family groups. Beginning on Wednesday, May 22, these "Discovering Wales" walks will continue until Saturday, October 19. Visits will include Pontneddfechan, Llandsteffan, Quaker's Yard, Ogmore, Aberdulais, Caerwent, Dare Valley, Dinas Island and Brianne Lake in South Wales, together with Holyhead mountain and Ewloe castle in North Wales.

The guides are all museum staff, and they advise all intending walkers to wear strong shoes and weatherproof clothing. The walks are offered free of charge; further details are available from the Museum, Park Place, Cardiff (tel: 0222-397951).

IN GOOD FAITH
The Council of Christians and Jews, publishers of the "In Good Faith" slide pack, which was reviewed in the Issue of April 26, have now changed address. Copies of the slide pack can be obtained from them at 1 Dennington Park Road, West End Lane, London NW6 1AX.

CRAFTY
"Some Crafty Things to Do" is the title of a new handbook for young people, teachers or youth workers interested in ideas and instructions for craft work. This could be anything from batik to face painting, musical instruments to make a play, or just recipes and games. But all of them emanate from the Third World.

In celebration of International Youth Year, the book also suggests how young people can participate and learn about developments in IYY, for example ideas for street theatre, advice on how to campaign and raise money, or background on the areas the crafts come from.

"Some Crafty Things to Do", a 32-page booklet, is available, price £2.50 + p&p, from Education Materials Clerk, Finance Department, Oxfam, 274 Banbury Road, Oxford OX2 7DZ.

BOOK BUS
The Merseyside Metropolitan Borough of Knowsley has a new library service for schools – a second-hand double-decker bus which has been turned into a "Book Bus". The lower deck has been converted into a library and the top deck is used for workshops for pupils.

The bus visits a school each day and while pupils undertake book-based activities with a librarian, the class teacher is free to choose books. The intention of the scheme is to make children feel more positive about reading and to provide teachers with the time and opportunity to get to know more about children's books.

Further information from Barbara Jones, Principal Children's Librarian, Kirkby Library, Newtown Gardens, Kirkby, Merseyside L32 8RR (tel: 051-547 3414).

SELF-ASSESSMENT
Coping with unemployment and improving the chance of finding a job are major themes of a new Open University Community Education pack, "In and Out of Employment".

The project is being funded by the DES and the MSC and is intended to encourage the development of educational opportunities for unemployed adults. The pack, which will comprise 50 four-page topic leaflets and two audio cassettes, is being introduced in sections covering eight different themes. The first of these, on self-assessment, is now available, price £1.25, from the Project Co-ordinator, "In and Out of Unemployment", Community Education, The Open University, Walton Hall, Milton Keynes MK7 6AA.

Distortion and fidelity

Jessica Saraga on history of art slides

Painting in the Baroque Age III
Northern Baroque: Holland
Master Painters No 20: Picasso II
Slide sets £5.20 each
Compiled and annotated by Anthony Bertram
Visual Publications, 195 Kensington High Street, London W8 6BB.

If history forgot about art, and left it to be rediscovered through VPs *History of Western Art* slide sets, there'd be a pretty representative selection. Faced with these two new additions alone, though, future researchers could be forgiven for doubting that the Dutch 17th century and Picasso from 1922 could really both fit into the mainstream of western art.

Picasso's is an art of distortion. Dutch genre an art of fidelity; where Picasso eschews local colour and crowds his subjects up to the picture plain, the Dutch paint theirs in mellow light and sobre, rational space. But it's all exploration of the deployment of paint on canvas, of ways of seeing and ways of feeling.

Dutch genre painting celebrates the mundane ways of the world, agriculture and trade and craft and towns and food. Pre-industrial bourgeois life looks busy and beautiful, at least for some. Cuyp's ships lie at anchor and Hobbema's animals graze, and brilliant patchy sun lights up Ruisdael's fields, all under vast and marvellous skies. Close up, people paint food, one of the great Dutch subjects.

T S Eliot said he could show you sorrow in a handful of dust; Pieter Claesz can show you love in the ironed creases of a white tablecloth, care and content in a fish on a pewter plate and a glass of beer. Anthony Bertram, who calls still life a "very minor art" in his notes, is missing something.

Franz Hals could show you a thing or two as well, though Mr Bertram isn't awfully keen on him either. He turns his figures into our long-lost friends and gives them to us forever caught between blinks. And Vermeer, concentrating on domesticity, honours women and imbues their work with dignity as few men ever have or could, in paint or anything else.

Picasso's women in contrast are monsters, limbs dislocated, breasts bulbous, faces blank or bleak or hostile. The choice of women to express his emotion is as disturbing as the emotion itself. This is the period when Picasso was developing the inconography of anguish which was to culminate in "Guernica" in 1937. The "Crucifixion" of 1930 already displays the taut and tortured forms of painful outcry, in strident blues and yellows instead of "Guernica's" monotone. "Guernica" bullfighting imagery of horror and destruction are presaged too, and then echoed in the "bullfight" of 1956, which shows the final catharsis of this theme, exhausted and tamed into pageant and design.

Like the Dutch set, the reproductions here are excellent; both sets will be a pleasure and an asset in art history.

Mathematical topics

Chelsea Diagnostic Maths Tests
Kathleen Hart et al
Specimen set £16.95 + VAT
NFER Nelson, Darville House, 2 Oxford Road, East Windsor, Berks SL4 1DF.

What arrived on my desk was a ring-bound Teachers' Guide of some 150 pages, together with 10 test booklets covering different mathematical topics. This was the specimen pack, though it is possible to purchase multiple sets of individual tests separately. Test titles are Algebra, Fractions 1 & 2, Graphs, Measurement, Number Operations, Place-Value and Decimals, Ratio and Proportion, Reflection and Rotation, and Vectors.

One first needs to ask precisely what the tests are intended for – helping with end of term reports, indicating "mathematical age", identifying individual difficulties, sorting into streamed classes? And how will the results obtained influence our future behaviour as teachers? To be fair to the authors there is an early disclaimer regarding the streaming issue, the accent being placed on diagnosis of pupil (mis)understanding and the informed provision of an appropriate teaching programme. We are told that the tests are designed to "assess the level of understanding of 9–15+ year olds in nine key mathematical topics". But perhaps this is where we should start to question the validity of the exercise.

Probably the first thing to be said about these tests is that they are now out of date, having initially been constructed to support the CSMS research at Chelsea College begun during 1974. In any other period a 10-year time lag would have seemed quite reasonable, but these tests were written well before Cockcroft, and it shows. There is a heavy emphasis on content at the expense of process considerations, strategy development, etc. And what of calculators? True, they were little used 10 years ago, but for a set of tests published in the mid-eighties it is inexcusable to ignore their very existence and the effect they have had on the curriculum. So there is a clear mis-match between the mathematics programme these tests were designed to sample and the type of programme they should be trying to inform.

Two further major reservations are the choice of topics – why two on fractions and none on angles for instance – and the implicit assumption that tests designed for collective research will necessarily be much used for rather different purposes, such as individual diagnosis?

It is easy to be critical of tests – all tests, and these are better than many. Perhaps that is because tests need to be criticized for pretending they do well what the competent teacher can always do better through interactive conversation with pupils – if only he would trust himself and learn to respect his own judgement. Probably the last word should be left to the principal author, who in the final chapter of her earlier book, *Children's Understanding of Mathematics: 11–16* (John Murray, 1981), wrote "If one is to assess the level of understanding of the child and why he is making mistakes there seems to be no alternative but to talk to him."

Simon Relf

Learning through action?

My Land
Published by World Wildlife Fund, in association with Survival International and Learning Through Action.
Price £3.95
World Wildlife Fund, Panda House, 11-13 Godalming Road, Surrey GU7.

I thought at first I was missing some material, but the rather pretentiously entitled "resource pack" consists only of a single book 62 pages long. It is designed to provide information about Australian aborigines on which to base a role play with a group of middle school children.

Unfortunately the chance to contrast ways of seeing the land, which lies at the heart of this project and can provoke excellent classroom drama, is obscured because there is hardly anything relating to the white settlers' viewpoint. At the same time there were some intrusive manifestations of our own culture: the prominent names on a map of the aboriginal tribes are those of the present-day white Australian territories. Surely, too, the important point to make about the eight square miles of land on which an aborigine family finds all its requirements is not that it is large, but the opposite; how many families in the rural Berkshire taken as comparison find even a tiny proportion of their goods in a similar area – excluding the women at Greenham Common?

There are some interesting items: a diagram of the internal aborigine trade routes, extending all over Australia, a brief summary of "dreamtime", and a few legends including a "song-map". The main emphasis is on practical activities such as fishing, hunting and food-gathering, though there is an attempt to sketch social relationships and cultural background, and to describe the scandalous story of disinheritance, disease and demoralization which started with Captain Cook. It is a fascinating subject, though this somewhat prosaic interpretation left me largely unsatisfied. I hope teachers will look to the stimulating material recommended in the bibliography.

I am more impressed by teaching materials which place more significance on authenticity than the hazy improvisations suggested here. By all means experiment with a *didjeridu* made out of cardboard or plastic pipe, but wouldn't it also be good to give the children an idea of its sound, played by a skilled aborigine? The role play scenario itself is complicated and top-heavy on teacher direction with few points at which the children can use their imagination. Despite being called Learning Through Action, it is essentially a passive response which is demanded from them.

Francesa Greenoak

Trunk line

Great Western 150 Rail Resource Pack
Free to schools
Regional Public Affairs Manager, British Rail Western, 125 House, 1 Gloucester Street, Swindon SN1.

In August 1835 Royal Assent was granted to a Bill proposing a trunk line between London and Bristol. God's Wonderful Railway came into being and grew eventually into the Great Way Round. This year celebrates the assent.

British Rail have produced a series of resource packs tracing the history and varied services of the GWR and the Western Region up till the present. These are tailored each to a particular area – South Wales, Thames-to-Severn and the West Country. The bulk of the pack comprises 32 A2 sheets of photographs, maps, cartoons and engravings. These are accompanied by a good and suggestive set of notes for teachers.

The package is filled with truly marvellous material – particularly on the engineering genius Brunel's original, broad-gauge line. However, it concentrates very much on the railway and its working and not on the wider social effects of rapid travel.

Barrington Jones

Eye openers

Hugh David talks to Naomi Sargant about 'true educational back-up' at Channel 4

Denver, Colorado: staring at the Rockies while working on a project to beam television to isolated Indian communities, Naomi Sargant asked herself: "What happens if it works?". She is still asking the same question in her job as Commissioning Editor for Educational Programmes at Channel 4 in London, England.

However unfashionable it sounds, television has a responsibility to the viewer, she says. It has the ability to expand his or her outlook and make available "an array of richness". But with educational programmes that must be merely the first stage. If the programmes are successful – if they work – there must be some provision made for viewers who want to go further.

Thus far the thinking is hardly revolutionary. Ever since *Civilisation* there have been books associated with "educational" series as varied as *Life on Earth* and Granada's new Channel 4 blockbuster *End of Empire*. They take the interested viewer further and can be much more than just swanky, coffee-table volumes. The National Book League describes *End of Empire* (Granada, £14.95), written by the series' executive producer Brian Lapping, as "the broadest survey yet written on the end of the British Empire". Similarly, an academic reviewer of *In Search of the Trojan War* (BBC Publications, £10.95) concluded that Michael Wood's companion to his BBC2 series was "a remarkably effective synthesis of the present state of knowledge and speculation on the Trojan question".

But merely producing an accompanying book, however high its standard, is not what Naomi Sargant at Channel 4 calls true educational back-up. Drawing on her past experience with the Open University, perhaps, she has developed custom-made educational packages to accompany several programmes. Presenter Jancis Robinson has produced a set of tasting notes on all the major wine regions she covers in the second series of *The Wine Programme* (which is itself a "more advanced" follow-up to the first). More enterprisingly – and in answer to criticism of the concept of a series about wine which viewers were unable to taste – Channel 4 has linked up with the Victoria Wine Company to produce a mixed case of wines broadly representative of those featured in the new series.

Even that, however, is only playing at serious follow-up – a sort of dining-room alternative to the coffee-table book – when compared with the detailed schemes which Channel 4 has developed elsewhere. In both *A Question of Economics* and the recent history of Wales, *The Dragon Has Two Tongues*, the television programmes themselves were only elements in much wider educational projects.

Superficially similar, Ms Sargant nevertheless makes a distinction between the approaches of the two series. *A Question of Economics* is a "systematic educational experiment," she says, in which the programmes (made by Yorkshire Television) and an accompanying textbook (Penguin, £4.95) are being backed up by courses in colleges of further education and adult education centres. There is also a home-study course produced by the National Extension College, while students receiving certification for "Making Sense of Economics", a related short course run by the Business and Technician Education Council, will find that it can contribute to the award of the BTEC Certificate in Business Administration.

But such highly-structured learning schemes will always be a rarity on television outside Open University programming. Naomi Sargant believes; not because of any weakness in television as an educational medium but simply because their "academic" approach is not what the general audience desires. "The majority of series do not aim to provide cumulative, sequential subject matter," she says of the 30-odd for which she has been responsible in the past year. "They aim to encourage, stimulate, open the eyes and increase the curiosity in viewers who are then offered ways of pursuing these stimuli if they wish."

The Dragon Has Two Tongues offers the best model of this "unstructured" (as against "academic") follow-up. The whole package, in fact, (put together by Harlech Television who produced the programmes) is one of the most significant innovations in television learning to have been seen in this country, although its originality was rather overlooked in the mixed critical respone to its on-screen impact.

"Our aim is to turn viewers into active participants in the search for an understanding of our past," said producer Colin Thomas when the series started in January this year. To do this the programmes were supported by specially-established community-based "viewing groups". Each was provided with a range of original source documents and other support material, jointly produced by HTV and the Gwynedd Archive Service, as well as four detailed and well-produced information packs (which were also available to individual viewers). There was no course as such, and no examination; home viewers and members of the viewing groups were allowed – and indeed expected – to come to their own conclusions about the intentionally contradictory programmes.

This open-ended response was crucial. In addition to giving a history of Wales (and functioning as a logical follow-up to Channel 4's previous history of Scotland), the series also set out to examine the nature of history itself, as producer Colin Thomas's comments suggest. That was the thinking behind its controversial use of two bickering presenters, the Marxist historian Gwyn A Williams and the conservative traditionalist Wynford Vaughan Thomas.

Thus, viewers were able to take from it elements appropriate to their own level of interest. It tried to cater for the needs of the casual viewer, the Celt, the historian and the historiographer. In this, *The Dragon Has Two Tongues* perhaps comes closest to the ideal of educational television which Naomi Sargant is loathe to define, except by example. Although the series had its faults (as critics in this and other papers were quick to point out), it may well be as an innovative and experimental piece of community education rather than as just another television series that it will be remembered.

As yet it is too early to judge; the television series ended only at Easter and the evaluation process, centred around Ms Sargant's office at Channel 4 has only just begun. Did it work? will be among the first questions asked. Whether it did or not, the second will be: What happens now?

Think global, act local

Worldwide – The Longest Running Show on Earth
Channel 4, Sunday May 26.

Whenever asked if York Minster was struck by lightning on account of the Bishop of Durham, our vicar vigorously agreed it was . . . because nobody was listening to him, he said. Did the fact that one more cameraman was *twice* struck by lightning in a sodden piece of Norfolk reinforce the conservation message, I wonder? Sunday evening's environmental marathon certainly required a *deus ex machina*. The exaggerated brightness of the studio presenters seemed to become increasingly out of place as the four hours wore on, and their companions out in the field not only got wetter and wetter, but became difficult to make out in the murky dusk. I salute those hard-core field-workers, digging, dredging, dry-stone walling, their uncomfortable plight captured by the five outside broadcast teams.

It is difficult to abstract the show from the weather which became the most interesting protagonist, and to judge it for itself. It seems that the programme makers started from the premise that conservation work is pretty boring, and needs artificial stimulation. Consequently, everything was presented with a kind of breathless excitement. Nobody much on the outside broadcast spoke for themselves. When real voices were heard on the pre-filmed items, it was good. There were several small high standard film stories of the kind you might get on *Blue Peter*: about single Gloucester cheese made from the milk of a breed of nearly extinct cattle; about dedicated craftspeople renovating windmills, tapestry and books with great skill, or putting their all into restoring a medieval Welsh castle.

I can't say I was much taken by the pop characters who were obligingly winsome, ranting or opinionated according to their nature, offered home spun philosophy and did a party piece, though there were some great moments.

Katherine Hamnett's slogan, "Think Global, Act Local", came nearest to catching the true spirit of conservation. Its active heart is in your own territory, the arterial ramification spread far abroad as awareness grows. At some stage, this programme might have recognized that – it was after all trying to give us an impression of local projects all over Britain, but somewhere along the line the point got clouded, that clear note of personal commitment went flat, and hype prevailed.

Francesca Greenoak

4 LICENSED OFF-AIR RECORDING

Titles Available For Recording From Sunday 2nd June, 1985

Approximate Transmission Times

Sunday 2nd June
5.00pm Back To The Roots: From The Wild *Fee Code B*
5.30pm The Business Programme *Fee Code F*

Tuesday 4th June
3.45pm Years Ahead Compilations *Fee Code B*

Wednesday 5th June
6.00pm Landscapes & Legends: The Meeting Of Rivers: Part 1 *Fee Code B*
8.00pm Losing Trade: Nationalisation *Fee Code F*
8.30pm Diverse Reports *Fee Code B*
11.00pm Voices: The New Cold War *Fee Code B*

Friday 7th June
7.30pm Right To Reply *Fee Code A*
8.15pm A Week In Politics *Fee Code B*
10.30pm Who Cares? Health Care – Rights or Privilege? *Fee Code B*

GUILD LICENSING
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Late Changes (0733) 312152

Documentary techniques

SCHOOLS TELEVISION
Middle English: The Sinclair Solution and You Don't Have to Use Words
Thames TV
May 16 and 23 (Broadcast Thursdays, repeated Fridays).

These are two valuable new additions to this series of short English-based programmes for 9 to 12-year-olds. *The Sinclair Solution* is an excellent example of how Schools Television can use "adult" documentary techniques and production values to provide children with stimulating material without a shadow of condescension.

"It's the sort of vehicle you'd use to go to the shops or to school in," says Sir Clive Sinclair about his C5 electric tricycle, the subject of *The Sinclair Solution*. If Sir Clive was after a bit of useful free publicity for this controversial vehicle, he was out of luck. The testers, who included an AA man, an experienced cyclist and some teenage pupils, were almost unanimous in their condemnation of the C5, on safety grounds. "You look a bit of a wally in it," added one youngster for good measure.

The programme features some interesting footage of some of the C5's predecessors, electric cars, amphibious vehicles, six-wheeled oddities and rocket-propelled vehicles. It also gives a clear account of the design process of the C5, dealing simply and informatively with terms like centre of gravity and wind resistance. At the end, there's room for Sir Clive to indulge in a bit of star gazing. He predicts a future when all cars will be powered by electricity and speculates on the feasibility of electric aircraft.

What's to be admired in this programme is that teachers can use it for a variety of different purposes. It could introduce work on anything from creatively imagined worlds of the future to discussions on road safety. It might also be used to good effect in a science lesson.

You Don't Have to Use Words features a dance sequence performed by Phoenix Dance Group, who are based at Harehills Middle School in Leeds. Harehills is justly celebrated for the excellent work it does in the area of dance and movement and the sequence performed for *Middle English* shows the high quality of the work there. Entitled *The Dark is Rising* (after Susan Cooper's book of the same name), it depicts the dramatic good-and-evil struggle between five children and some evil monsters. There are no dressed-up dragons to be seen – everything is expressed through dance in a variety of styles from hip-hop and body pupping to what used to be called "modern". Paradoxically, "modern" seems a bit quaint in comparison to the energetic acrobatics of hip-hop.

The suggestions for follow-up work are a bit more limited here, as it's unlikely that English teachers will have the skills or the space to get their classes boogying on down. All the same, if it encourages an interest in dance so much the better. What the programme could be used for is an introduction to the concept of non-verbal communication, which could entail mime, the creation of strip cartoons, or even concrete poetry.

Nick Baker

briefings

radio & TV

For schools

ZIG ZAG
(Mon 11.00, Wed, 14.40, BBC2)
A unit on "Renewable Energy" encourages eight and nine-year-olds to look at ways in which the wind, the sun and the sea have been used as sources of energy in the past and moves on to show recent developments in energy production.

HALLO! WIE GEHT'S?
NB (Monday-Friday, 00.30 VHF4)
Third level German programmes presented in modular form and keeping to a restricted vocabulary. The general theme is holidays and travel.

GERMAN II: GRADED OBJECTIVES
NB (Monday-Friday, 01.00 VHF4)
Listening material designed for use with most GOALS programmes but also valuable for those following a more traditional course.

MATHS AT WORK
(Tues, 9.48, Wed, 10.15, BBC2)
The last in this series of case studies of young people applying mathematics in their jobs. Shows 14 to 17-year-old CSE students, a trainee surveyor and forester and an apprentice sheet metal worker and mechanical engineer.

FAMILY AFFAIRS
(Tuesday, 10.37 ITV)
"Two's Company, Three's a Family" continues preparation for parenthood by studying the effects on a young couple's relationship of the arrival of a baby.

WAYS WITH WORDS
(Tuesday, 11.32 ITV)
Gyles Brandreth shares the fun and fascination of words with a group of eight and nine-year-olds. They search for the longest word, the commonest letter and the shortest place name in "Word Record".

SEEING AND DOING
(Thursday, 10.06 ITV)
"Folk Dancing" investigates the customs and rituals associated with British regional dances. Six to seven-year-olds see the enjoyment of maypole dancing on the village green.

NEAR AND FAR
(Thursday, 11.05 BBC2)
"Exploring the Rhine" concentrates on the area between Bonn and Bingen as seen by tourists on a river cruise. Ninety 11-year-olds learn the importance of tourism and the wine industry to the region.

WAVELENGTH
(Thursday, 11.30 VHF4)
An investigation of the efforts of banks and building societies to get a foothold in schools.

Continuing education

CIVILIZATION AND THE JEWS
(Sunday, 19.15 C4)
A nine-part history of the Jewish nation and their interaction with successive western civilizations. Abba Eban presents the series which shows the way the Jews have influenced the character of the people with whom they are in contact.

THE REAL WORLD
(Monday, 19.00 ITV)
Michael Rodd and Sue Jay host another series with the emphasis on how science is going to affect people's lives. An educational pack is available from TVS and programme themes include the science of fertility, the materials of the future and the new television set.

EXTRA

HEALTH EDUCATION

Beyond sex and safety

Philippa Davidson on current initiatives in London primary schools

The Head of Boxgrove Primary and cheering classmates waved the travellers goodbye on the first stage of their journey to Rio de Janeiro. Everyone had tickets and boarding passes ready for inspection plus a map indicating the location of the first class cabins, restaurant and swimming pool. Most of the children knew it wasn't for real but, just in case, a few bags had been packed at the ready. Some had more than a premonition that they were not going to get to Rio, even to make believe. Within a day or two they would find themselves shipwrecked on a desert island, not counting eight records but planning to survive. Survival? Just one of the broad concepts embraced by health education in London primary schools. "I didn't know we called it health education" said Shirley Clarke, the teacher in charge of the "cruise", "but the project worked just time so I thought I'd try it again, this time following the children's inclinations, letting them dictate the direction of the project (based on an idea from the *People Around Us* pack published by the ILEA and available outside London from A & C Black). Nevertheless, she had the term's work carefully planned to include such activities as building a hut (and the children will be going to a nearby wood to find out how heavy logs really are), tropical plants and animals, sewing and lots of mathematical work. In the meantime the group I talked to were apparently having no trouble suspending disbelief that their classroom was the deck of a luxury passenger liner.

Not so long ago Boxgrove's survival project would have been called social studies. But whereas social studies focuses on people and their relationship with society health education takes as its starting point the personal and social development of the child. So, in adapting her survival project to the needs of her class, Ms Clarke was inadvertently getting to the heart of health education in its new broad based form. "The model" says Jill Clay, inspector for health education, "is no longer a medical but a personal and social development one." This view is echoed by Boxgrove headteacher Mrs Shaw: "We are not just concerned with pupils' physical welfare. Their mental and social well being is equally important." In its broad role health education is fully integrated into areas of the curriculum traditionally thought to be the province of social and environmental studies, RE, language and home economics. When the children are in the ship's restaurant pretending to order a meal from the menu, the health content doesn't only come from suggesting that they might like a change from hamburgers and chips to something a little more nutritious. It is probably true that even greater personal benefits are derived from small group work, exchange of ideas and contact with one another.

It is perhaps surprising that the Schools Council Health Education Project 5–13 (published by Nelson, 1977) speaks of the subject "as a small but vital part of the school curriculum". Miss Ainsworth, Head of Sellincourt Primary School, would disagree. She is not alone in feeling that health education should be central to the whole curriculum. In accordance with the ILEA Guidelines (to be available imminently through the Learning Materials Service) a topic such as "change" provides a health-related concept that can form the basis of fourth-year work covering physical change, puberty, expectations of secondary school, and family archive investigations. It also dovetails neatly into a London project involving a study of the Great Fire and Plague, which brings the scheme full circle back to germs and prevention of disease. The Guidelines contain a suggestion of how "growth" could be similarly expanded to form a core of work with younger children. The only proviso is that whatever topic is selected it must be child-centred, leading on from the child's own attitudes and values to self awareness and awareness of others. Health education also offers the ideal medium for a non sexist and non racist policy, since it is so directly concerned with roles and contacts.

Health education already make decisions affecting their health. Classroom experiences can increase the child's awareness and extend his or her decision-making skills" (ILEA Health Education Guidelines). The particular content of any course will naturally be determined by factors such as the age, cultural and religious background of the children. Alcohol, for example, is not an issue for children who follow a religion which bans alcohol. Mrs Shaw, herself a smoker, starts off the smoking debate by asking the children "Do you want to turn out like me?" "No . . . o" they all chorus. When it comes to food choices most primaries are trying to influence pupils by insisting on a no sweets on the premises policy. Ultimately, however, teachers have a choice in whether they influence children's decisions or present them with the facts that will enable them to make up their own minds.

Food is of course one facet of health education, which, like sex education, has traditionally been the responsibility of the home. It follows that if a school is to pursue a meaningful health policy cooperation from parents is essential. At Boxgrove, with its high proportion of gipsy children, Mrs Shaw has some minor difficulties with parents whose way of life has for centuries led them to believe that a child is only healthy if he or she is fat. Most schools reported unanimous support from parents for their initiatives, and in many areas workshops involving parents are being organized. Regu-

continued

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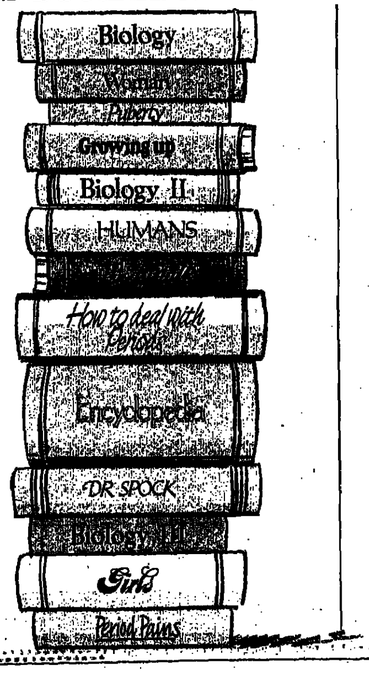

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Beyond sex and safety

continued

lar contact with the school reassures parents that their own social, moral, ethnic and religious values are understood, and goes some way towards dispelling myths created by the popular press that glue sniffing and precocious sex are rife among nine-year-olds. Not that there is any attempt to avoid controversial issues with top juniors. Most children said they would not smoke, drink or sniff glue although they all knew older children who did. What happens to these firm resolves once the children reach secondary school and social and economic pressures are brought to bear? No one has done a survey. But there is certainly no proof that introducing these subjects at an early age encourages children to take up the habits later on.

Perhaps the biggest obstacle that health education in the primary school has to face is the criticism that it encourages neglect of basic subjects. The Guidelines state that "health-related concepts can be developed through the work that children are already doing in the curriculum". In a school such as London Fields Primary, which has a definite policy for integrating health education into the work teachers are already doing, basic subjects are less likely to suffer. Jane Bramhall, who has special responsibility for health education at the school, integrates the appropriate concepts into the curriculum after consultation with the various class teachers. The topic "Myself" produced a huge display of pictorial and written work on personal likes and dislikes, clothes, friends, shopping habits, location of local markets and so on. The problem here seemed to be not so much neglect of skills as a dispiriting uniformity of choices, interests and aspirations that betrayed only too clearly a deprived community. "Bethnal Green is a world apart for our children" said Jane. "There's no point in going further afield because it doesn't mean anything to them." Another classroom was festooned with baby clothes, a display arising from a discussion about "when we were babies" that had been sparked off by the television programme *Living and Growing* (the same series had also been the starting point for the preliminaries of sex education with lower juniors). Jane's contribution to a project on jobs of work will be "safety at work", which might lead on naturally to health and safety in school. There is a deliberate policy not to stray too far from anything that is outside the child's experience. It is interesting to note that even in an outer suburban school such as Boxgrove, Abbey Wood, where the Rio Bound tourists were encouraged to use their imagination, reality was never far away. The prawn cocktail, steak and arctic roll were recreated from some well recalled special meal and it must be admitted that Gary and Richard were much keener to tell me about the school trip to the Isle of Wight in a real boat than to indulge in the fantasy game.

Visitors to the classroom are a good way of widening horizons and counteracting the sterility that could result from an approach based exclusively on the child and his or her immediate environment. It isn't always the visitor that does the talking. When Mrs Clay visited Baden Powell Infants it was the children who tested *her* reflexes! Role playing is just one of the important processes that a health education policy can encourage. And since most primary education is about process, the variety of approaches – small group discussion, investigation, role play to name but a few – must be regarded, thinks Jane Bramhall, as the subject's most important contribution to the curriculum.

The new ILEA Guidelines provide a framework around which teachers can start introducing a health concept into all areas of the curriculum. They include a useful checklist of basic principles against which teachers can measure what they already do against current strategies. "The difference now", says Jill Clay, "is that the part played by health education must be central to the whole curriculum. It's not just sex and safety. The exploration of health themes can contribute to other work." It remains to be seen whether these new initiatives will result in a generation of children better able to make informed decisions. Will they be able to resist the temptations of drinking, smoking and drug abuse? If health education helps them to make only one decision in their lives it will have achieved something. Finally, if it was health education that made the children I talked to so articulate and polite with me, and above all so caring and considerate with one another, then it gets my vote as a core subject, any time.

Knowing where to stop

All About Health. By Dorothy Baldwin.
Oxford University Press £1.75. 0 19 832719 6.
Here's Health. By Joanna Howard.
Oxford University Press. £2.75. 0 19 8327 17 X.
Finding Out . . . About Drinking and Driving.
37p from: Alison Person, CRAC Publications, Hobsons Ltd, Bateman Street, Cambridge CB2 1LZ. 0 86021 560 1.

All About Health is a remarkably successful attempt to cover all aspects of health for adolescents in 176 pages. It is particularly impressive in its explanations of mental, as well as physical health. The material is well presented, each of the five chapters being divided into double page units ending with lists of questions which sometimes seem to demand more knowledge than the text offers. The illustrations are excellent and refreshingly up to date. The author assumes nothing: even relatively simple words are explained in brackets after their use, such as "insecure (not sure of yourself)"; "influenza (flue)"; or "sexual intercourse (love making)".

Though the information on personal hygiene is clear and straightforward, I wonder if I am exposing my own poor habits by failing to know how to cope with the following – "People may have uneven hygiene . . . they may wash their face carefully, but forget to clean their nose." Is blowing it not enough?

Unfortunately, in the otherwise excellent mental health section, Dorothy Baldwin does present some confused understanding, in for example the difference between reflex and instinct. An eye blink is not an instinct, nor is dropping a hot plate. Although her distinction between intelligence and emotion is very welcome, I can't imagine that any psychologist could accept that "will power, self control, judgement and stamina" are a part of general intelligence. Rather, they are behaviours which can affect learning: not quite the same thing.

The author writes with courage and value about drug taking, emotional relationships and sex for teenagers, putting a well-shod foot into fields that others are loathe to tread, such as morality. She points out that 12,000 girls under 16 become pregnant each year, though her advice on how to stop it might not quite stem the tide – "wait until you are ready to give your heart and mind as well". However, her young readers can sneak a comprehensive preview of contraceptives in the family planning section for young marrieds, and thus avoid Gillick censure.

It is a particular problem in writing about health education to know where to stop. Every aspect of human life is important. Baldwin's end-of-book brief extras on old age, first aid and environment, don't quite fit, whereas Joanna Howard manages to include them in the general text quite naturally.

Both authors are very keen on suggestions for discussion, but Howard's are livelier, and being placed within the text, rather than appearing as set exercises at the end of a section, are more obviously relevant and immediate.

The approach in *Here's Health* is novel and engaging, with current concerns about such matters as food additives, the sources of the foods we eat, and a relevant look at the environment, integrated with everyday life. Howard includes some social, as well as individual psychology. Not only does she list the safety features of a house, for example, but asks the reader to look at the differences between a house and a home, or to look at the messages we give in the clothes we wear.

It is particularly good as an engaging workbook. There are plenty of anecdotes about people in the situations described, which gives the text a newsy feel, like talking about people you know and putting yourself in their place. Material on living with other people, and the discussion on drugs and brain damage, are notably good in this respect.

Drinking and Driving, produced by CRAC, provides information and more discussion material for students of CSE Biology and General Studies, and has been written by teachers after a series of "field tests" and seminars. What do they mean by field tests?

Though it is a brightly coloured presentation, the illustrations seemed to be jumbled and lacking in clarity. It would have been better were they instantly comprehensible, without having to find the appropriate bit of text. As the subject of drinking and driving is of such immense importance, and the booklet is within most schools' price range, it would provide adequate information for discussion. But I do hope that someone will soon provide another text with greater impact – if that's the right word in this context.

Joan Freeman

It happens to us all

Johnson & Johnson have produced a new illustrated teaching kit 'It Happens To Us All' The kit deals with puberty in boys and girls and fills a crucial gap in teaching aids – being designed for mixed classes and aimed at the 10+ age group. It prepares the way for further information without dealing with sex itself.

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'It Happens To Us All' costs £9.50 inc. p & p and VAT. The kit comprises: 24 slides; Teacher's Notes with cassette tape slide commentary plus extensive suggestions for linked lessons; 25 full colour pupil's booklets; 30 class work sheets; 25 samples of Johnson & Johnson's Vespres and Carefree products.

As a teacher you will understand how important it is that children see physical development as a normal part of their life cycle. 'It Happens To Us All' fulfills this task.

The kit is available on free approval.

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Girl talk

There are a number of proprietary aids to health education, especially in the field of child development. All have a natural inclination to favour their own products, but generally it would be hard to accuse them of an over-eager sales pitch and, used selectively, they can be a valuable supplement to teaching materials on puberty.

This is particularly true in the case of Tampax, who offer a complete "education service", the keystone of which is a team of SRN-qualified lecturers who will visit schools to give talks on puberty to groups of third and fourth year girls as well as younger classes. The slide-lectures, which are tailored to suit the needs of particular age and ability groups, include such topics as female anatomy and physiology, the menstrual cycle, hygiene and a discussion of the different forms of sanitary protection. A question and answer session with a qualified and sympathetic outsider is often the best way to overcome any inhibitions that may be felt on the part of the teacher or pupils and can be especially helpful to the non-specialist teacher.

Accompanying literature includes a teacher's guide with clear, well-labelled diagrams of the female reproductive organs and the menstrual cycle, which could easily be adapted for use with an overhead projector. Three separate booklets addressed to 10 to 13-year-old pre-puberty girls, to girls who have started to menstruate and to

mothers of daughters approaching menstrual age are also available.

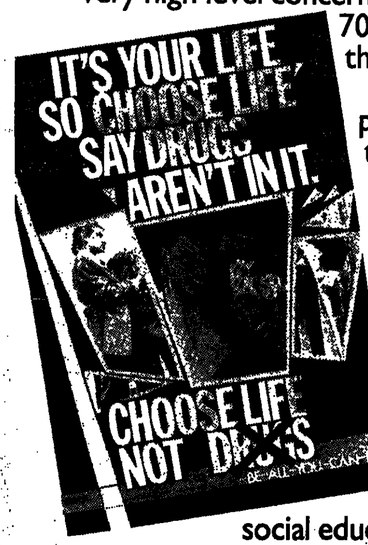
The first, *Talking about You*, wraps up the facts in a chatty narrative. *A Time for Answers* is an informative and straightforward question and answer booklet. The booklet for mothers addresses itself to the more personal and emotional problems that can arise in early puberty.

Full details of the School Lecture Service and Tampax educational literature are available from The Education Department, Tambrands Ltd., Freepost, Dunsbury Way, Havant, Hampshire.

Mary Cruickshank

WHO'S HANDLING DRUGS IN YOUR SCHOOL?

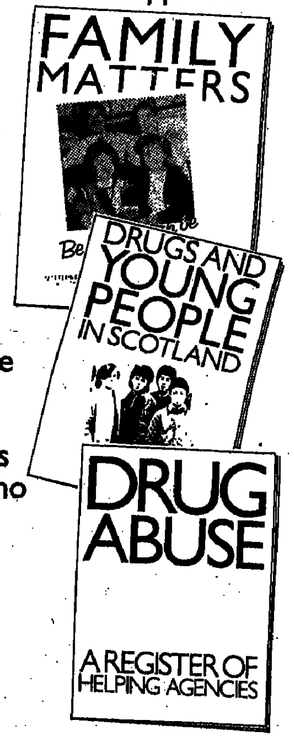
There has undoubtedly been a proliferation of drug misuse especially among young people in recent years. This has been matched by a growing public concern about drugs and a demand that something should be done about it. A survey commissioned by the Scottish Health Education Group confirmed this very high level concern among both parents and young people. In fact, about 70% thought drugs were second only to unemployment as the most serious problem facing Scots to-day.



The Scottish Health Education Group is tackling the problem through a public education campaign. It will touch everyone in Scotland and will interest teachers in schools and colleges.

Television commercials taking a "life skills" approach will stress self achievement and positive options to drug taking.

'Family Matters' is a magazine insert which will be issued free through popular magazines and TV and Radio Times from mid-April. It will encourage within the home, discussion about drugs—but it is also suitable for use in health and social education programmes in the classroom.



"Drugs and Young People in Scotland" is a booklet for concerned professional and voluntary workers. It provides the factual background to drugs and suggests strategies for drug education to teachers and community educators.

"Drug Abuse—a register of helping agencies" gives details of the different statutory and voluntary groups in Scotland who can give information, counselling and treatment.

For further information, advice and copies of these publications contact your local Health Board Health Education Department.

Issued by The Scottish Health Education Group, Woodburn House, Cannaan Lane, Edinburgh EH10 4SG.

On the bottle

Gill Combes on a study of slow learners and their drinking experiences

Children gather around groups of bottles on classroom desks . . . Lisa picks up the whisky bottle and tells excitedly about how her aunty gets drunk at Christmas. Paul points to the bottle of wine and says he tasted some once at a wedding. John's never had any of "that stuff" because his parents won't let him. Sarah has shandy every week at the club . . .

Bottles of alcoholic and non-alcoholic drinks in the classroom will excite many a group of children, but it's probably an unusual start for a lesson. Such a stunt will certainly command children's attention, and once the excitement has died down, sorting the bottles and talking about them is a useful focus for a lesson on alcohol and drinking.

The idea originally comes from a study in Scotland, where Jahoda and Crammond used assorted bottles of drink to see whether young children knew the difference between alcoholic and non-alcoholic drinks. More recently, I have used bottles of drinks in a similar way as part of a study of the drinking experiences of a group of slow learners, aged 9–16. The ways in which these children responded to the bottles have generated ideas for classroom activities, which will be equally useful for primary and lower secondary children of all abilities.

In the picture, a boy is sorting eight bottles into two different groups: he chose to sort them into alcoholic and non-alcoholic drinks. Most children sorted the bottles in this way, although they were not aware of my interest in alcohol at that stage. They then explained how their two groups of bottles were different from one another. The quotes below demonstrate that alcoholic drinks are perceived by children in many different ways. They also show how such a simple activity can generate discussion about many different aspects of alcohol and drinking. For some quotes it is not immediately obvious which group of drinks the child is referring to: in such a case, an (a) has been inserted for alcoholic drinks and (na) for non-alcoholic drinks.

Two-thirds of the children described the difference between their two groups of bottles in terms of the contents. General words such as "booze", "liquor" and "drinks" were used to describe the alcoholic drinks:

"That's booze, and that isn't."

"That's drinks, and that's not drink."

A good number used the name of one specific drink to refer to alcholic drinks in general.

"Them are all beers."

"Them are wines and spirits and things."

"These are pops, and those (a) are shandies."

Very few children used the word "alcohol":

"They've got alcohol in, and they haven't."

"That's all like alcoholic, and that's all plain stuff."

The rest talked about some of the social aspects of drinking to describe the differences between alcoholic and non-alcoholic drinks. For certain children, the place, the occasion and the time of day were important:

"Them are drinks you can drink all the time (na), and them you can't – only at the pub."

"That's stuff you can drink in the daytime (na), and that you can't drink in the day."

Some children saw the difference between alcoholic and non-alcholic drinks as a matter of *who* was allowed to have *which* drinks:

"You (children) can drink them (na), but them are alcohol."

"Children aren't supposed to drink them (a), and children can drink them."

"Them are what my Dad likes (a), and them are fizzy drinks."

"I can't drink them (a) 'cos I'm too young, but I can drink them (na)."

Then there were those who talked about the tastes and effects of alcoholic drinks:

"Them are strong drinks (a), and these are what anyone can drink."

"They're stronger and taste better (a), and they're fizzy (na)."

"These are what anyone can drink (na), they're harmless, and these (a) are what you can get drunk on."

Only a few children distinguished alcoholic drinks in terms of their own preferences or judgements about alcohol:

"They're not good for you (a), and them are (na)."

"That's all wine, and that's all soppy stuff (na)."

"I don't like these (a), and I like these (na)."

Lastly, the cost of drinks was mentioned by some:

"Them are dear (a), and them are cheap (na)."

These then, are just some of the topics around drinking which can arise from a relatively simple activity such as sorting bottles, and no doubt there are many more. In my experience, once the bottles are on the table, there seems to be no end to the curiosity and talk they provoke with most children.

In the classroom, you might like children to work in small groups for sorting the bottles, or to have one set of bottles on the front desk. The bottles can also be used as the focus for further discussion, about the relative strengths of drinks, about the different drinks children have tasted and those they know the names of. If the presence of alcoholic drinks in the classroom causes alarm among fellow teachers, substitute contents can be easily provided with a little imagination: for example, cold tea put into an empty whisky bottle looks very like the real thing.

Finally, an important point highlighted by this activity is the variety of terms which children use to describe alcoholic drinks and drinkers. In my experience, the word "alcohol" is not commonly used by children. Less than half the children I talked to had heard the word before, and even those who had preferred to use words like "booze" or "drinks". It is therefore worth repeating how important it is to find out and use those terms which children themselves use and are familiar with.

Even so, misunderstandings over terms can still arise, because words like "drinks" and "drinking" and "drunk" are imprecise and used by different people in different ways. This variation in meaning was brought home to me by some children, for whom there was a clear distinction between being a "drinker" and having an alcoholic drink just occasionally. For them, the word "drinker" implied regularity:

"I don't drink – just a pint at Christmas. I have a Guinness when I'm feeling a little bit bad (ill)."

"I don't drink – I have a Guinness sometimes, but I don't drink."

Other children clearly made a distinction between different types of alcoholic drinks, so that it was alright to drink some, but other drinks were the ones which made a person a "drinker":

"I have a shandy sometimes, but it's not really *drink* – I don't drink."

The value of an activity like bottle-sorting lies in allowing children to set the agenda, to talk about the topics from their own experience and their own points of interest. In the end, the topics which are raised in this way are probably not much different from those selected in many formal materials on alcohol education, but the method should stimulate interest and ensure that the lesson relates directly to children's own experiences and uses the language with which they are familiar.

The study on slow learners and their drinking experiences was carried out from the Psychology Department at Keele University, in schools in Stoke-on-Trent, between 1982 and 1984. A summary report of this study is available from Gill Combes, who is now working at Bath University School of Education on the HEC: Health Education for Slow Learners Project.

The Scottish study referred to is by Jahoda G. and Crammond, J. (1972) Children and alcohol: a developmental study in Glasgow. Vol. 1 OPCS, HMSO, London.

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Tried and tested

Penicillin kills guinea pigs and morphine is a stimulant for cats. So how reliable can tests on animals be when drugs are intended for humans?

Progress without Pain, a new 55-minute audio-visual programme designed for schools, takes a scientific look at the need for animal experiments. Sponsored by the Lord Dowding Fund for Humane Research, the programme does not hide the fact that it opposes vivisection though it invites those in favour to make out their case in an equally scientific, non-emotive way. The first part centres on new approaches to health and doctoring, the second on alternative methods of testing.

Though basically a comprehensive source of factual information about public health trends and medical care, it also raises salient issues relating to disease and modern lifestyles. For instance, graphs are used to show how rising standards of hygiene lowered mortality rates, and the role of immunization and modern drugs. Among alternative non-drug based treatments described are homoeopathy, acupuncture and methods used at the Cancer Help Centre in Bristol.

The second part highlights the unreliability of testing new drugs on animals, despite the fact that this is often a legal requirement. Several alternatives, including experiments on human placenta, which of course is normally discarded after birth, are already being successfully used by some researchers; indeed they are proving to be more accurate, quicker and cheaper.

The presentation is varied by the inclusion of cartoons as well as colour slides. These include only a few, fairly bland photographs of actual animal experiments (taken, incidentally, in foreign laboratories as no British ones would cooperate).

The Teacher's Notes include a full tape script, questions for discussion, ten project suggestions and a useful bibliography and address list.

Gillian Thomas

Available on VHS or Betamax video tape from Guild Sound and Vision Ltd, 6 Royce Road, Peterborough, Cambs. PE1 5YD. Hire £15, purchase £50.

Facing the facts

Gillian Thomas on the FPA's Education Unit

"By the way, Miss, could I just ask you about . . ." The 15-year-old's tentative "hand-on-the-door" question as he or she leaves the classroom after a lesson on sex education, or perhaps simply after biology, is likely to be the most important and the most difficult to answer. For if the mechanics of reproduction or even birth control are easily explained, the issues they raise about relationships are much less so. Little surprise then that so many teachers find it difficult to talk about sex, let alone share what they know with children.

Acutely sensitive to the complexities of sex education, the Family Planning Association's Education Unit handles its approach to schools with great care. For example, it resists the temptation to make an all-embracing film/audio-visual/resource pack on the subject, despite the favour it would undoubtedly find in schools.

"Personal relationships go much deeper than films or visual aids can portray. Hence teaching about the sexuality from which they spring must do so too", stresses Joyce Rosser, the Unit's deputy director.

Consequently its approach is course-based, aimed at the educators themselves, whether teachers, health visitors or anyone else concerned with helping adolescents form responsible attitudes to sex.

Inevitably this makes its task considerably less straightforward, not least in having to enlist participants. Tell colleagues that you are attending a sex course and you can hardly fail to raise a smile. Yet the subject demands just as much commitment as more conventional ones in terms of time away from school; staff need to be released for three days plus a follow-up day in a later term. In addition, money is needed from their l.e.a. to sponsor them.

With "hand-on-the-door" questions very much in mind, the courses, for groups of up to 20, are discussion-based. Participants are encouraged to share their own experiences and take part in structured exercises, quizzes and role-play.

There are four basic aims. First, the courses cover factual information about both sexuality and relationships, recognizing that the physical aspects of sex cannot realistically be separated from the emotional ones. Thus the scope is far broader than when the subject is covered in simply biological terms and the mechanics of birth control, around which FPA teaching was centred until about 10 years ago. Fortunately this has not been affected by the recent Gillick judgement, though teachers are of course made aware of the legal aspects of sex education.

Second, they are encouraged to analyse their attitudes to "sexunlity": the specifically sexual aspects of relationships. This helps them to become "comfortable" with the subject. On a recent follow-up course I attended, a teacher told me she had particularly welcomed the fact that it had been as much about looking inside herself as about the techniques of teaching the subject, helpful though those had been. Simply getting used to using the words related to sex without embarrassment is for many a vital aspect of the training.

The third vital component of the course endeavours to make participants aware of the needs of those they will be teaching. "Children, particularly adolescents, find the subject equally difficult to discuss in the classroom; whether among their peers or on a casual one-to-one basis with a teacher", says Gill Lenderyou, one of the Education Unit's tutors. "A sensitive understanding of their reticence is essential if they are to be drawn into discussion."

Finally, the courses tackle the most effective methods of putting the subject across. Here too the Unit suggests that it is best taught through role-play and discussion rather than matter-of-fact statement.

Sex education does not of course follow the same pattern in every school. Furthermore the teachers involved often have different subject backgrounds. Biology, home economics, history and English teachers were all involved in the course I visited. Moreover, while it is in the first three years of secondary education that most schools recognize a need to deal with sexual topics as distinct from purely reproductive ones, the FPA would like to see the subject raised more extensively at primary level as well. "When children get to know about their bodies early on, they tend to have fewer hang-ups later", points out Joyce Rosser. "The methods used on our courses enable teachers to explore children's attitudes even at this early age."

Certainly all the participants I spoke to felt the course had helped to clarify their own ideas and attitudes and, in so doing, had given them confidence to tackle the subject within the classroom.

A typical reaction was put to me by Glan Virdi, a science teacher at Whitfields School, Hendon. "I have learned to handle the embarrassment factor", she said. "For instance, after they have sat through a biology lesson, children who are worried by a particular problem related to sex sometimes find an excuse to stop on at the end and ask questions. I now feel ready to help them. The fact that sexual words are frequently used in abuse makes children, particularly those from ethnic minorities, even more embarrassed about raising the questions they really want to. She finds that because she has completed the course, other staff now refer children with "embarrassing" questions to her.

Sharing problems and bouncing ideas off other participants – the stimulating aspects of any course – are naturally even more vital when the subject relates so directly to personal relationships.

However, a distinct problem is that the Education Unit has difficulty in attracting as many men as women on to the courses. They try to offset this by using male tutors whenever possible. In fact the whole subject of male attitudes to sex is currently being raised by the FPC in a major project, "Men Too", which it launched in October last year. A day conference entitled "Men, Sex and Relationships" in March attracted 400 delegates including many teachers.

An FPA video, *Danny's Big Night*, was premiered there. Accompanied by discussion notes, it is intended to get older boys to think about their masculinity. The theme is "If you're old enough to make love, you are old enough to care".

While the Unit's approach to sex education concentrates on courses, it also has a wide range of general back-up material on family planning and health education, including leaflets, fact-sheets and a training handbook. For schools, it has had a trigger film, *Loving and Caring*, available for several years. Aimed at 14 to 15-year-olds, it is also available on video and can be hired free or purchased.

Dishing out resources without also personally helping teachers to handle the issues raised is clearly regarded by the Education Unit as being almost as inconsiderate as sex without thought of contraception.

The next series of courses are being held in July in London, Birmingham, Exeter, Manchester, Peterborough and Sheffield. Danny's Big Night *is available on video for hire (£10) or purchase (£40). The FPA Education Unit is at 27–35 Mortimer Street, London, W1N 7RJ (01-636 7866).*

Drug advice

A £85,000 project comprising a guide to drug education across the curriculum, teaching materials and a training programme is being funded by the DES as part of the Government's initiative against drugs.

The project, due to be completed by September next year, is coordinated by the HEC. TACADE (Teachers' Advisory Council on Alcohol and Drug Education) is devising the training handbook and a set of courses aimed at l.e.a.s and advisers, while the Institute for the Study of Drug Dependence is compiling the teacher's guide which will suggest how existing material on drugs could be incorporated in various curriculum areas.

Life Skills is producing resource materials to help teachers work with 14-18-year-olds.

Gillian Thomas

For further information on TACADE write to: The Director, TACADE, 2 Mount Street, Manchester, M2 5NG.

The Flora guide to health and diet.

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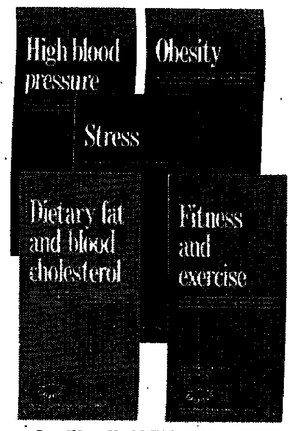

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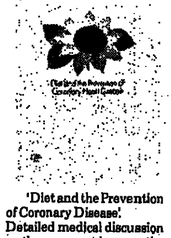

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Sniffing out trouble

Simon Berry on the Strathclyde Primary Prevention Programme on Solvent Abuse

A 17-minute video film will be the first introduction to solvent abuse for most 12-year-olds in secondary schools in Strathclyde Region as from this academic year. The hope is that by catching all the S1 intake each year the growing practice of glue-sniffing in the West of Scotland will be halted and contained.

The main factors motivating teenagers to sniff glue appear to be peer-group pressure and boredom, the powerful lure of sniffing as a risky and exciting activity. The Strathclyde Education Department video tackles this view head-on, intercutting scenes of sniffers in depressing surroundings with more exciting footage of rock-climbing and canoeing to a quick-tempo soundtrack.

The commentary aims to be value-free, concentrating its emphasis on personal choice as a factor in approaching adult lifestyles. There is also quite detailed physiological information and some advice on how to avoid becoming involved with a glue-sniffing sub-culture.

The chairman of the Working Group, which was set up in 1980 to produce primary prevention material suitable for school use, is Tom Steele, headmaster of Johnstone High School in Renfrewshire. He has already tried it out in various pilot versions at his school and is pleased with the final shape of the programme which is designed to fit into six health education periods.

"Previous research had shown that 13 was the age when most experiments with solvent abuse took place. This is also the age when children are looking for some challenge and excitement. In the video, and also in the short play on audio-cassette, we tried to provide material that teachers can use to help pupils in school anticipate situations that might arise out of school. Some people might say this is a controversial approach, but I would disagree entirely. Parents are shown the video beforehand, in fact on the same evening as we show them sex education films to be used in class, and there have been no objections."

One of those who advised the Working Group on producing the PPSA programme is Dr Joyce Watson who has been involved in various studies into the incidence of glue-sniffing since 1973. Her research into 102 9 to 17-year-olds showed that, against a control group, the glue-sniffers were more likely to be involved in subsequent alcohol or drug abuse, perhaps confirming the "stepping-stone" status of solvent abuse. In another study Dr Watson discovered that family instability, unemployment and low income were not associated factors, but alcohol abuse by either parent did appear as a common factor.

So far, attempts to estimate the extent of glue-sniffing have relied mainly on police and social work records. It was clearly a problem that was not widespread, but in certain pockets (usually centred on particular schools in urban areas) the incidence was more marked. Then in the late 1970s the numbers of deaths attributable to sniffing began to climb steeply: in 1981 out of 33 UK deaths 10 were from within Strathclyde. In 1982 the Social Work department produced a leaflet (*Sniffing: the Facts*) highlighting the symptoms for teachers and parents, but clearly an initiative was needed that aimed to prevent children from experimenting in the first place.

Also on the Working Group was Alistair Ramsay, ex-coordinator of a truancy project, now a staff tutor with the Glasgow division of the education department responsible for assessing health education teaching within secondary schools in the city. He is pleased that the Strathclyde PPSA has opportunities for cross-curriculum development, for example, using science periods for examining the properties of volatile hydrocarbons, English for expressing personal feelings of peer-group pressure and PE for the first aid aspects. The four workcards also help to stimulate discussion and lead into wider issues which will be taken up in a social education programme.

The approach is low-key to avoid the danger of becoming counter-productive and it concentrates on developing life skills rather than dwelling on the health risks. The Strathclyde police figures for 1984 suggest that the PPSA might be having some effect already.

Alistair Ramsay sees at first hand the difficulties in getting teachers to tackle primary prevention when the appropriate classroom material is not available for a whole range of issues in health education.

"What we hope to do is turn off those children who are not already turned on", he says. "You have to satisfy their natural curiosity, but you also want to forewarn them of the dangers so that they can avoid them. With solvent abuse, as with under-age drinking and smoking, we are addressing a problem that takes place out of school hours and outside school premises, yet we need to provide teaching materials that trigger off a relevant response in the classroom. We think we have made a good start with this programme which is arousing a good deal of interest in other parts of Scotland."

Dr Joyce Watson's book Solvent Abuse, *is to be published later this year by Macmillan Educational.*

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Fit to eat

Lorna Bailey on the OU's 'Healthy Eating' project

The Open University's Community Education Department has just completed the development phase of its "Healthy Eating" project and the learning materials will be available in June of this year. This project was commissioned and, in part, funded by the Health Education Council. Additional support was provided by the Scottish Health Education Group. The project has produced a short course "Healthy Eating" which has an assessment pack as an optional extra. The course covers two main areas. The first half, "Guidelines for Healthy Eating", explains the new nutritional goals and examines how individuals can put this general advice into practice in their everyday lives. "Patterns of Eating", the second half of the course, looks beyond nutritional advice to explore the other determinants of what we choose to eat. Nutritional advice, of course, often goes unheeded if it is not related to these other factors which determine dietary preferences and constraints.

Over the last 10 years reports from around the world, including one from the World Health Organization (WHO) in 1982, have suggested similar changes towards a healthier diet. Nutritionists who study the links between diet and disease are now in general agreement as to what makes up a healthier diet. Both the NACNE (National Advisory Committee on Nutrition Education) report and the COMA report on Diet and Cardiovascular disease came up with essentially the same recommendations. The "Healthy Eating" materials are based on these recommendations.

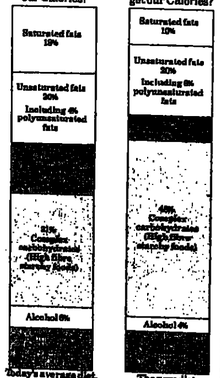
Nutritionists can give general advice and set goals for the average diet of the nation. The national average diet today is now considered to have an unhealthy balance of nutrients. Diagram 1 shows the balance of nutrients in our present average diet and in the recommended average diet. However, for the national average diet to change, millions of people will have to change their patterns of eating. Each person has to make everyday decisions about want to eat. These reports, as they stand, do not help the individual to put the recommended changes into practice.

Over the last two years there have been many articles in newspapers and magazines and several TV and radio programmes about the new nutritional advice. They have raised general awareness that today's diet is an unhealthy one and that, in particular, it increases our risks of developing cardiovascular diseases (heart disease and strokes), certain types of cancer and various disorders of the digestive system. Many people now believe they should cut down on fat, salt, and sugar and eat more fibre-rich foods. But they may discount this advice because they don't know how to convert nutrient guidelines into tomorrow's meals.

In particular they lack the tools which would enable them to decide for themselves:

- How do I measure up to these new targets?
- What changes, in terms of real food, should I make?
- What do I need to find out in order to be able to make these changes?
- How can I make these changes – and fit them into the kind of life I lead?

The "Healthy Eating" project was set up with the aim of helping people answer just these kinds of questions. Fortunately the changes are fairly easy to make and maintain once you know how to fit them into your preferred pattern of eating. You needn't spend the rest of your life craving certain foods once you learn how to keep a check on the overall balance of your diet! The new diet allows plenty of opportunity for choice so it needn't be taught prescriptively. The tools for reviewing and changing your diet can be used throughout life as individual dietary needs change or, indeed, if nutritional advice changes.



However, many people *will* find their choices restricted by the range of foods available. As with all the Open University's Community Education materials, which concern themselves with issues of everyday life, the overall aim of the "Healthy Eating" project is to enable individuals to make informed decisions about their personal circumstances and lifestyle and also to express their opinions and press for improvements in their community as well as over issues of wider concern.

Over sixty individual testers helped us to develop these materials. In addition to the four questions about which they also wanted to know – "How certain are the experts?" and "Will this advice be changed in the next few years?" It is important to emphasise when explaining nutritional advice that it is the best that can be offered at the present time. There is a general consensus among experts that there is sufficient evidence to back the advice. But exact direct scientific proof, by experiment, is extremely difficult to provide and may never be able to be provided. However, as research continues it may be possible to identify those people who are especially likely to be harmed by too much fat, salt or sugar.

Diet-related diseases, such as heart disease, are multicausal and many other risk factors associated with them. With our present state of knowledge these diseases can't be prevented but the risks of developing them can be reduced. Some people could eat an "unhealthy diet" and live to a healthy old age. But many others cannot. If their health would be damaged. Since you can't tell in advance if you will be one of the lucky ones, what you choose to do will depend on your attitude to taking risks with your health. To avoid giving unjustifiably simple advice – a list of do's and don'ts – a more generic chapter was included on "Health messages" which looks at what the experts are really saying, how certain they are and what may determine how you react to such advice.

Our testers also helped us by trying out the many quizzes and activities in the materials which help turn nutritional theory into working knowledge of use in ordinary life. They also gave us comments and examples from their own lives to add to the topics in addition the materials were tested in

continued on page 3

Carry on nurse

John Sturt on the role of the school nurse

In all the years that I managed without a school nurse I used to think it would be a good thing to acquire one, but I doubt if I had the sketchiest idea of what such a luxury might look like or do. If pushed into a corner I would probably have conjured up a vision of starched whites and blues, bedangled with medals and watches, patching up scraped knees, attending to blacked eyes and giving advice on personal hygiene.

I could not have been more wrong. Ten years with Jeanne have taught me many things, one of which is that she is no luxury. Of course she does cope, and every day, with the medical emergencies of the playground; but this is not and must not be her chief role. To use her in this way, and I believe some schools do, would be to waste a very important member of the pastoral team, and to lose her from the positive educational position she has shown she can occupy.

When we planned together originally I think we foresaw four separate but interlocking elements of function. The first was to be her influence on and active participation in our formal health education programme. The second we saw as the equally important influence she has on the hidden curriculum, the informal pressures she exerts both on staff and pupils to modify personal behaviour in the interests of health. The third had to be her coordinative and administrative role in the series of health activities and programmes that are built into each school's year; the fourth, her emergency response to the accidents and illnesses that occur in a school's daily life.

While these four aspects of her duties in fact worked out much as anticipated, a fifth, and in a way an even more important aspect, grew from the others. This turned out to be her pastoral role, never planned, never expected, but now entirely recognized and formalized. No pastoral meeting is complete without her; no social services case conference would be convened on a day when she was not available. She is an established and important member of the team, though if one were questioned about her pastoral duties it would be hard precisely to define them.

She is in the pastoral team because she has proved valuable to it. She has been valuable because she has contributed knowledge both of children and of the home. Her knowledge does not just echo or reiterate that of her colleagues, because it has been forged from a different set of shared anxieties, seen from a different series of angles. This knowledge, and the close trust there is between her and the other pastoral staff, allows her to function in another, only marginally medical way. I refer to the sanctuary element that is built into the way her sickroom functions.

This is tricky ground on which only very well organized and hard headed angels should dare to tread. This is always an area where the predominately academic staff are suspicious, always an area where risks are run and good intentions may be taken advantage of. But I believe such risks must be run. A school must put some pressure on children to achieve, and even less able or emotionally mangled children must be pressed to achieve what they can. Yet if you do this you must be prepared occasionally for things to snap. And when the alternatives are a flaring confrontation with staff, or running blindly home or into town, it seems to me better that they should be able to find a temporary cooling-off refuge with the nurse.

It is precisely because she knows the risks to good order that are inherent in her sanctuary role that Jeanne has cultivated a bustling, getting-on-with-it manner, a sharp though good humoured tongue for the lead swinger, the firm no-nonsence rebuff for those who attempt to manipulate the system without good cause. She understands that only by playing the cheerful dragon on occasion can she help some little inadequate who would quickly deteriorate into a full scale school-phobic.

Her importance to our timetabled curriculum is considerable. She teaches health education classes, helps with the personal, social and moral education programme, and offers assistance with child care. She has proved a great outlet for the provision of babies, and she seems able to recommend suitable doctors or family planning experts – whoever or whatever we seem to need. Unlike many who venture into the classroom without actually being teachers, she does not have any problems. Most difficulties really stem from the visitor and the children not knowing each other. With Jeanne the children most likely to be difficult are those already best known to her, and she to them.

Her informal work for health has possibly an even greater influence than her formal work. Her main targets are such things as diet, hygiene, posture, exercise, smoking, and preventive work against alcohol abuse and experimentation with drugs; but her sights are not confined to these. She is often asked for advice on scene, or head lice, about infections at home which are worrying children, about how a young member of staff may get her baby to sleep through the night; and several years of gentle bullying were rewarded when with rather bad grace I finally gave up my beloved pipe.

To the classroom teacher whose work may be disrupted by them, the programmes of medical screening and immunization seem yearly to grow more comprehensive. To Jeanne who has to coordinate and largely to organize them they must seem the same, though it is largely a tribute to her good humour and popularity that they are not more rebelled against. Throughout the year she keeps going – eye tests, routine medicals, hearing tests, screening for scoliosis, dental inspections, BCG screening, immunizations against Rubella, and so it goes on.

When it comes to her first aid work, the friendly jokey relationship which she has with the children is exactly right for defusing the incipient hysteric, calming the frightened and succouring the shocked. She knows whose mother is at home in the afternoon to look after a sick child, whose Dad had better not be told of a certain escapade, and who is staying with Granny – and why.

All in all, although technically employed by the Health Authority and not by Education, she has become in every sense a member of the school staff, uses the school for her own children, is currently vice chairman of the PTA and speaks often to the parents in our support.

To see her at work is to recognize commitment. Whether she is encouraging a teacher colleague with weight watching, finding a plaster for a blister, showing a child how to use a tooth brush, coaxing an incipient anorexic or luring down the law to a small boy whose pockets have revealed a battered packet of cigarettes, she is constantly in support of the school. She has, to be sure, a special place in her heart for the deprived, the dim and the damaged; but her joy in the success of the high flyer is true and authentic. Her day is full and varied, greatly rewarding even if shabbily rewarded. How on earth did we ever manage without her? She is so right for us that I worry sometimes whether we are right for her – but then I think she would tell us if we were not!

John Sturt is head of Knowles Hall School, Newton Abbot.

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Fit to eat

continued

group use by the Strathclyde Open Learning Experiment's (SOLE) community groups. They have helped us with other courses in the past and can be relied on for lively but constructive criticisms that help in producing "The Study Guide" which is part of the pack.

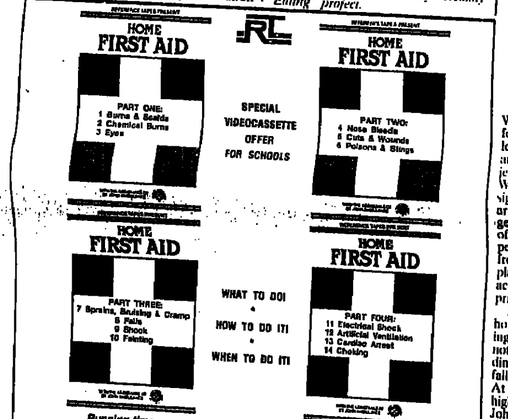
If our experiences with earlier Community Education courses are repeated "Healthy Eating", though written for adults, will be extensively used in schools. We have learned that teachers are quick to devise innovative ways of using our materials in classrooms! The great interest shown by teachers in our first two courses "The First Years of Life" and "The Pre-School Child" led to the HEC funding the Open University's "Education for Family Life" project, designed to help teachers in the field of personal and social education. Much of the "Healthy Eating" pack could be used directly with secondary school pupils. The chapters are made up of separate topics all of which have individual group activities that personalize the learning. In addition there are two audio-cassettes with accompanying study notes that would serve as discussion starters for exploring, for example, who decides what we eat or how our dietary preferences are formed. The optional assessment pack has computer marked multiple-choice assignments. A new feature is that the computer will now give feedback on the answers you select. Students of 16 or over may now become registered students of the OU for this course. A small number of sixth formers now register for Community Education courses as part of their general studies.

Media coverage of the new advice and the controversies concerning it has raised public awareness of the issues. Also, criticism by the HEC of home economics examinations should lead to an increasing focus on nutrition and health. So those involved in nutrition or health education now receive frequent reminders that they need to keep their knowledge up-to-date. For teachers, then, it is hoped that this package of learning materials will provide:

- an up-date on nutrition education,
- a model for teaching decision-making and plans for dietary change, and also for exploring attitudes to health-related risk taking and what determines the pattern of eating,
- a resource collection of tested quizzes, activities and structured learning materials for adaptation for classroom use.
- A guide and audio-tapes for group discussion of the issues involved in dietary change.
- Not least – a chance to review their own diet.

Teachers who would like to obtain the "Healthy Eating" pack or to know more about these materials or other Community Education learning materials should write to Lorna Bailey, Community Education learning materials should write to Lorna Bailey, Keynes, MK7 6AA Telephone: (0908) 74066. We would be delighted to hear how you use the materials and would seek to share your experiences with other teachers.

Lorna Bailey is the course team chairman of the Open University "Healthy Eating" project.



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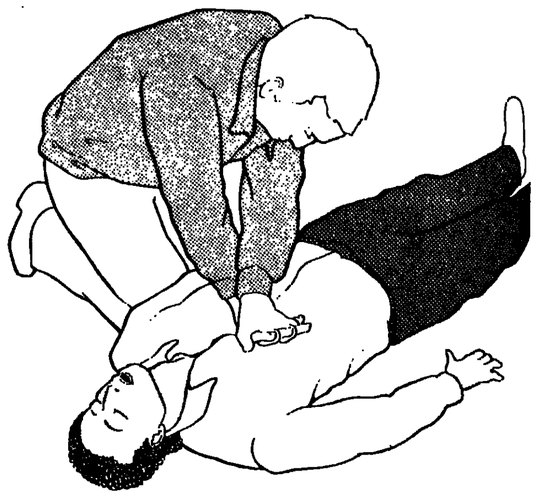


Heartbeat Wales

Iola Smith on a new project designed to promote healthy living

Wales is usually backward in coming forward but, once, it is taking the lead and launching the world's largest anti-coronary health education project, inaugurated this spring. Heartbeat Wales is a five year programme designed to reduce the number of coronary deaths in Wales and to foster a general awareness of the importance of healthy living. About two million people will be involved, ranging in age from 7 to 70 plus, with emphasis being placed on getting the health message across to pupils in the Principality's primary and lower secondary schools.

In the past, Britain hasn't been too hot on preventive medicine. Counselling programmes in other countries notably America, Australia and Scandinavia have led to a 20 – 30 per cent fall in the number of coronary deaths. At present, the Welsh figure is far too high, as project director Professor John Catford explains. "With certain other parts of Britain, Wales shares the unenviable distinction of having the highest rate of heart attacks in Europe. With 10,000 people in the Principality dying from this cause every year, the scale of the problem in Wales is equivalent to a jumbo jet crashing every fortnight".

The appointment of Professor Catford to a Chair in Health Education and Health Promotion (the only such Professorship in Europe) was instrumental in founding Heartbeat Wales. The project is funded by a £1.5 million grant from the Health Education Council and an initial £120,000 from the Welsh Office. It is a pilot scheme whose outcome is being monitored by health chiefs in the rest of the UK and the World Health Organization. If it proves as successful as anticipated, it will be expanded to cover the whole of Britain. Professor Catford's approach is to change attitudes to health. "Our role is to make healthy choices the easy choice by promoting in people a sense of self worth, an ability to control their own lives, and the confidence to make the changes required."

This will all be achieved through a massive health education campaign taking place in hospitals, sports centres, workplaces and schools. Schools' sessions will be devised mainly for 8 to 13-year-olds, an age group which can be influenced before the hardened attitudes of teenage years set in. Some health education is already provided at school and i.e.a. level, but Heartbeat Wales is spearheading a major expansion. It is convinced that health education should have a central place on the curriculum. As Huw Davies, project information officer puts it, "The curriculum prepares pupils for work rather than for living. And it doesn't take into account the number of working days lost through ill health".

Support is forthcoming from the Principality's eight Directors of Education and some authorities such as South Glamorgan have appointed health education co-ordinators in each comprehensive school. Heartbeat Wales is currently preparing anti-smoking teachers' packs as over a quarter of coronary deaths are smoking related. Films showing the links between smoking and heart disease will also be included for visual impact. Pupils' lack of general information about the causes of heart disease, and their ignorance of what to do if an attack occurs, has led the team to promote first aid training. It's now hoped that cardio-pulmonary resuscitation will become a component in health education lessons. Gwent Ambulance service, for example, is already engaged in teaching resuscitation to 6000 volunteers.

The content of specific school subjects is also under scrutiny. Discussions are under way with the WJEC to include health foods in O level/CSE home economics courses. At present, practical cookery tends to encourage the production of aesthetically attractive meals. Heartbeat Wales wishes to emphasize good nutritional content instead.

"Physical Education should also change direction from competitive sport at which only a few can excel to a healthy exercise programme for everyone", says Huw Davies. Advisory packs on suitable exercises are currently being prepared and in-service training courses are being planned for PE teachers. The project team is also striving to involve the University of Wales and Higher Education Institutes so that they can include health education as a component in teacher training and PGCE courses.

Huw Davies is convinced that the project will receive support from all sectors of the Welsh community, except the tobacco industry. "The high incidence of smoking in Wales is unacceptable. So as well as encouraging children not to start smoking, we're hoping that adults will give up. The tobacco industry in Britain enjoys too much freedom. In Finland, this isn't so. For example, smoking isn't allowed in public places, advertising is curbed and the wishes of non-smokers are legally protected. We also feel that in Britain tobacco sponsorship of sport should be banned as smoking is incompatible with healthy living."

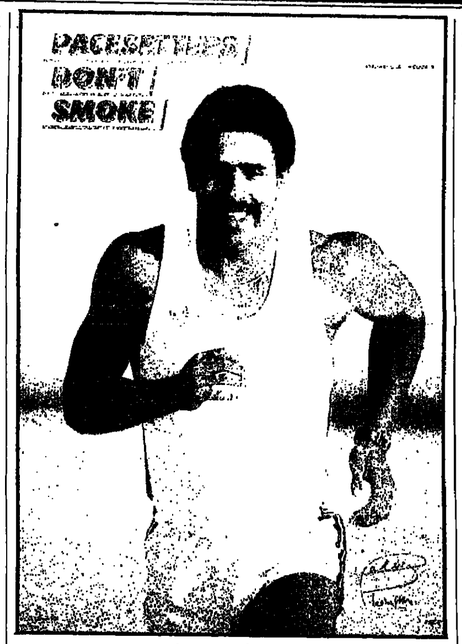
On the nutrition front, Heartbeat Wales is being supported by the food industry. Ingredients and their quantities are already labelled on Tesco's packaged foods and Sainsbury's is due to follow suit. In Wales, this is to be accompanied by talks on nutrition as healthy diets directed at organizations as wide ranging as women's institutes, farmers' groups. Stressing the importance of increasing fibre content by eating fresh fruit and vegetables is the talks' objective. This will not only benefit potential coronary cases but also play a part in preventing Spina Bifida. (Wales has one of the highest incidences of Spina Bifida – the rate is currently double that of south-east England.)

In connection with the NHS, the project team is seeking to improve the quality of meal by lessening the fat content. Institutional meals should also be improved nutritionally and an experiment in East Dyfed health authority has proved that health foods are cheaper than traditional meals. As a result, it is anticipated that the school meals' service in Wales will subsequently switch to health foods, both as a cost cutting and health decision.

For the project to succeed, the coronary death figures for Wales will have to fall during the next five years. The team is also developing a long term strategy so that today's school children will be less likely to develop heart disease at 40 plus. The initial survey involving 30,000 people will begin this June. Individuals and their families will be closely monitored and they will receive health education counselling. Three thousand of the group will also be clinically tested so that the project can build up an accurate database of the type of personalities, occupations and communities particularly at risk. Then, when all the information is gathered, the project workers will be able to offer further preventive counselling to the most vulnerable.

It is also anticipated that medical services will improve as a result of the programme. In Wales, for example, patients spend an average of four minutes in consultation with their doctor. Hms, on the other hand, are allocated up to 20 minutes for each consultation, during which lifestyle is discussed as well as particular aches and pains. Again, there's a marked difference in spending on preventive medicine in the two countries. Finland provides 50p per person for health education. In Wales, the figure is 1-1p.

These are only some of the major changes in attitudes to health which should emerge as a result of Heartbeat Wales. John Catford, however, is well aware of the size of the problem which must be overcome. "We won't eradicate heart disease completely but we can lessen it considerably by adopting healthier ways of living."



Kicking the habit

Susan Thomas on the importance of 'smoking' education

The World Health Organization now recognizes tobacco smoking as *the* major preventable cause of ill-health in the developed nations. An OPCS survey showed that 19 per cent of 11 – 16 year olds smoke at least occasionally and that four out of five young people who smoke will go on to become lifelong smokers. Given that it is more possible to stop people developing the habit than to help them give it up, what should the schools do about it?

Certainly not ignore the problem. Nor, I suggest, can they any longer pussyfoot around the issue, evenhandedly explaining the pros and cons of smoking, because they are up against a major industry whose every carefully placed, impeccably researched, highly sophisticated invitation to smoke is calculated to hit home. As for the government health warning on every packet, any teenager can bounce back with a snappy rejoinder about crossing roads doing the DoE expedition or jogging.

Teenage smokers are big business. According to a Health Education Council (HEC) fact sheet, fifth formers in Britain and Wales already spend £1 million a week on cigarettes (90 per cent of under 16s buying their own over the counter) and though the industry refutes suggestions that its advertising influences teenagers, there is plenty of evidence to the contrary.

As Australian survey showed that schoolchildren favour the most heavily advertised brands while in this country it seems the TV sports sponsorship – Embassy, Benson and Hedges, John Player Special – is the most effective way of reaching children. And as I saw when I visited Essex Junior School in the London Borough of Newham, even ten and eleven year olds are susceptible to the adman's magic spell.

There they were, in the middle of their "My Body" smoking project, surrounded by charming embroidered collages of hearts and tongues, foul squeezy bottle "lungs" full of nicotine stained cotton wool, and, just to set the record straight, the FOREST newspaper, the smokers' charter. But most impressive of all was the wall of tobacco advertisements and the in-depth explanations that accompanied them.

"You can see from the man, how he's dressed and how he stands. If you smoke Marlborough, you're tough". "The Silk Cut is about being elegant and beautifully dressed". "This one's all about skyscrapers, New York – like you're very rich, travel a lot, that sort of thing. They try to make you think that smoking is what rich, famous people do – if you want to be like that you got to smoke too".

Aware of the pressure, both from tobacco companies and older siblings, the children have responded warmly to the HEC's striking Pace Setter poster series – Daley Thompson, Fionoln Hughes and other idols. "If you want to be a dancer or footballer or anything, you never do it if you smoke."

They have taken to the work with unparalleled enthusiasm, say the staff. It is not only that "Smoking" is part of a popular four year "My Body" package which means that they already know about heart, lungs, respiration. It is also a real issue, one to take home and talk about. Hence the questionnaire. A document to make all parties think.

"Do you smoke? How many a day? When did you start? How much do you spend on it in a week? Do you think that tobacco advertising in sport is a bit odd? If smoking was invented today would it be illegal?" And as evidence of their involvement, their own subsidiary questions: Did you start because your friend smoked; your family smoked; you liked the taste; you thought it was grown up?

Significantly, and this is one of the issues that has worried teachers in the past, none of the parents objected. On the contrary, as other schools are finding, they are more likely to ask for help in kicking their own habit.

At Manchester, the University's Family Smoking Education project involves parents, pupils, and teachers. The approach was pioneered in Norway where it was very successful. Now in the third stage of its trials, it has come to a temporary halt whilst the District Health Authorities arrange sufficient support sessions to cope with all those parents who want to give up after taking part.

Part of the project's success, says Ian Peers, the man in charge of FSE, is that it is suitable for use by teachers who have not previously done any Health Education work and, "Taking a worst case scenario, could be used quite happily on a wet Friday afternoon". You can tell he came out of a classroom!

The emphasis in smoking education has changed from scaring people with early death, an approach which works better in middle age than middle school, to awareness. The facts are still needed but awareness of media methods and peer group pressures, of the value of no-smoking zones, no-smoking schools and no-smoking workshops, is the first line of defence.

Then there's innoculation – the creation of antibody attitudes *before* the teenagers find themselves under pressure. It is the latest thing from the States and currently enjoying a fair measure of success in its Bristol trials.

"Smoking and Me" (SAM) was written for the HEC by Elsbeth Gray of Bristol University. It is now in its second phase with classes of 12–13 year olds. It has its basis in the behavioural work of Richard Evans of the University of Houston. He aims to prepare teenagers against the social pressures to smoke by giving them strong counter arguments and allowing them to rehearse these and appropriate attitudes in role play and group work.

Phase 1 of the project involved use of the American material, an enquiry into the smoking habits and health beliefs of 10,000 Avon teenagers and the writing of SAM, a half term's worth of peer-led, social consequences. And if that sounds too much like jargon, take heart. Even at the pilot stage, the teacher's booklet is a model of clarity and brevity.

SAM is about dividing the class into small groups, to discuss and role play in a very structured way. The groups are asked how many of their peers they think smoke, why people smoke, how to refuse a cigarette without losing face, the rights of smokers and non-smokers and external pressures.

And what emerges is that they always over-estimate how many people smoke, (why?), that smoking is actually a minority pursuit, and that peer leadership is a very powerful tool in changing attitudes.

Because this will be unknown territory to many, the teacher's guide is full of careful advice about forming and directing the groups, feeding in information and helping them come to conclusions. It also includes fact-sheets, addresses and bibliography.

It must be evident from this review that there are almost as many approaches to the problem as there are brands on the market. But smoking is a complex issue. Sometimes one and sometimes another approach seems to work. We are still a long way from understanding why. In the meantime, with 95,000 smoking related deaths a year, no responsible school can ignore the problem. And the one certainty is that "smoking" education should start before secondary school and the first cigarette.

Since example is a major factor in influencing children, for those adults still addicted to the weed the HEC has brought out two booklets – "How They Gave Up Smoking" and "So You Want To Give Up Smoking". In the first, scores of individuals explain how they stopped – anything from celery to religion to acupuncture. In the second, the HEC gives a blow by blow recipe for success.

Useful addresses: Health Education Council, 78 New Oxford Street, London WC1 1AH
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This program calculates the energy required for various activities which are performed for varying amounts of time, and the energy obtained from eating different foods. The calculations are done in either kilojoules or kilocalories and you can choose different body masses for a male or a female.

A list, provided on a leaflet, offers 42 activities covering general, domestic and sports situations, and you can choose how much time to spend on them. The option LISTA will then display each activity, the time spent on it and the energy involved.

Similarly, you can choose from another list of 71 foods; the program will calculate the energy obtained from each and display the information. I found this part unsatisfactory since I could only enter the amount of food in single portions, such as one slice of bread or 50g of bacon. There seemed to be no way of telling the program that I had eaten more than one portion.

The option BALANCE displays the amount of energy obtained from the food eaten, the amount expended in doing the activities and the amount in debit or credit. However, the calculation is done on the single, pre-determined portions of food, so additional calculations have to be worked out for different individual circumstances.

Some ideas are given for various investigations, and the teacher's guide suggests changing some of the pre-set values by altering the information given in certain lines of the program, but it does not explain how to get in to the program.

This is a useful program with good, clear documentation, but it is is rather expensive for what it does.

Bob Fairbrother

Fast aid

Practical First Aid. British Red Cross Society (Dorling Kindersley £2.50. 0 86318 038 8). This beautifully illustrated guide is ideal for beginners, and even experts must learn something from it. The text moves from the grander instructions on how to handle an accident, to more specific problems such as splinters or insect bites. As well as being of considerable value for school children, it should be in the office of every school secretary, the one who most often has to deal with such emergencies.

Joan Freeman

HELP YOUR STUDENTS TO A HEALTHY MIND AND BODY

Here's Health

Joanna Howard

Here's Health is an introductory health education book for students of thirteen and upwards. It is especially suitable for pupils with learning difficulties as it is written in clear, simple language.

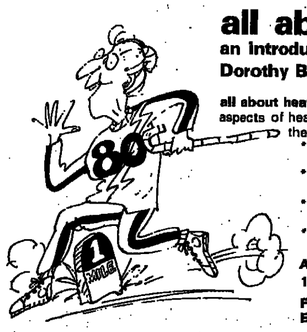
Section 1 – **Everyday Living** deals with choices in the home and environment.
Section 2 – **How Your Body Works** covers basic human biology.
Section 3 – **Growing Up and Keeping Fit** discusses adolescence and exercise.
Section 4 – **Ideas, Thoughts and Feelings** explores the links between communications, feelings and health.

* Technical terms are explained and supported by a wealth of diagrams, cartoons and photographs.
* Each page contains oral and written questions to promote discussion
* The main emphasis is on choice, decision-making and personal development

128 pages 0 19 832717 X £2.95

all about health

an introduction to health education
Dorothy Baldwin



all about health is written for fourteen to eighteen year olds and covers all aspects of health education: physical health, health problems and how to avoid them, relationships, community health, first aid, and mental health.

* Particular emphasis is given to the health needs of adolescents
* Includes questions to reinforce understanding and promote discussion
* 'Finding Out' sections give students the opportunity to learn from their own simple research findings
* Each chapter ends with a section of further work of practical activities, homework or project work

All about health . . . the key to a better diet and lifestyle!
176 pages, illustrated 0 19 832719 6 £3.75

For inspection copies please write to: Oxford University Press, Education Division (VK 98), FREEPOST, Oxford OX2 8BR.

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Classified Advertisements

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Nursery Education

Headships

BERKSHIRE
BLAGDON NURSERY SCHOOL AND CHILDRENS CENTRE
Blagdon Road, Reading NOR: 80 F/T
Required for January 1986 a Headteacher for this Group 2 Nursery School. The Headteacher is paid an additional allowance equal to the difference between a group 2 and a group 3 headship due to the extended day and term unit.
Application forms and further details from the Director of Education (Ref. 89), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please). Closing date 10th June. Previous applicants will be reconsidered and need not re-apply.
An Equal Opportunity Employer. (10013) 100010

BRENT
LONDON BOROUGH OF BRENT
WEMBLEY MANOR INFANT SCHOOL
East Lane, Wembley, Middlesex HA9 7RW
Tel: 01-904 5725
(Roll: 316 and 30 part-time Nursery)
Required for September Scale 3 NURSERY TEACHER to run 30 place part-time Nursery. Applicants must have experience and be totally committed to the promotion of Home-School liaison and the development of an equal opportunities policy.
London Allowance of £1,058 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 14 days. (10446) 100026

KINGSTON UPON THAMES
LONDON BOROUGH OF KINGSTON UPON THAMES FAIRFIELD INFANT SCHOOL
Fairfield East, Kingston upon Thames, Surrey KT1 2PT
Tel: 01-546 8934
No. on roll: 75
Required for September 1985 an enthusiastic NURSERY CLASS TEACHER. Nursery training is essential and the ability to offer music will be an advantage.
Scale 1 post. London Allowance £678.
Application forms available from the Director of Education and Recreation (Ref. KingsTeach), Kingston upon Thames, Surrey KT1 2EU (sae please) to be returned to the Headmistress at the School by Friday 14 June, 1985. (10367) 100026

LONDON SE21
Required in September 1985 qualified Infant Teacher to take the reception class in the modern Nursery and Kindergarten department of Dulwich College Preparatory School. The post is particularly suitable for a creative teacher with an interest in early development. An Assistant works with each of the class teachers to produce a happy environment with a strong team ethic. Scale 3 plus Inner London Allowance and D.E.S. superannuation.
Please apply to the Headmistress, 42 Alleyn Park, Dulwich, SE21 giving details of age, training and experience, names of referees and including telephone number. (11273) 100026

MANCHESTER
CITY COUNCIL
EDUCATION DEPARTMENT
SCALE 1 NURSERY TEACHERS
Applications are invited from suitably qualified persons for posts in Manchester's expanding nursery service.
Application forms and further details from the Chief Education Officer (CO/DT), Education Offices, Crown Square, Manchester M60 3BB.
Closing Date: 14 June 1985.
An Equal Opportunity Employer. (10446) 100026

BRENT
LONDON BOROUGH OF BRENT
WEMBLEY MANOR INFANT SCHOOL
East Lane, Wembley, Middlesex HA9 7RW
Tel: 01-904 5725
(Roll: 316 and 30 part-time Nursery)
Required for January 1986 a Headteacher for this Group 2 Nursery School. The Headteacher is paid an additional allowance equal to the difference between a group 2 and a group 3 headship due to the extended day and term unit.
Application forms and further details from the Director of Education (Ref. 89), Shire Hall, Shinfield Park, Reading RG2 9XE (SAE please). Closing date 10th June. Previous applicants will be reconsidered and need not re-apply.
An Equal Opportunity Employer. (10013) 100010

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
CHURCH HILL NURSERY SCHOOL
Woodbury Road, London E1
Head: Miss B. Jackson-Dooley.
Required for September or earlier if possible.
RE-ADVERTISEMENT
An experienced and enthusiastic Nursery Teacher required to complete a team of a teaching head and two nursery assistants in an 80 place purpose built Nursery School. Commitment to parental involvement essential. Interested applicants are welcome to visit the school, please contact Head Teacher.
SCALE 2 plus Outer London Allowance.
Application form and further details available on receipt of a S.A.E. from and returnable to the Head Teacher.
Closing date 14th June, 1985. (Ref. N2/382.) (10487) 100026

WALTHAM FOREST
ST. JOSEPH'S R.C. INFANTS SCHOOL
E10
Temporary Nursery Teacher required s.a.s.p.
For further details see our advertisement under Primary Scale 1. (35467) 100026

CHESHIRE
EDUCATION COMMITTEE
DUNHAM-ON-HILL COUNTY PRIMARY SCHOOL
Dunham Hill, Vil. Warrington, Cheshire
Tel: Helsby (092 823) 3150
No. on Roll 43
HEADTEACHER - GROUP 1
Required for January 1986.
Applicants are invited from suitably qualified teachers for the Headship of this pleasant rural school.
Application forms from and returnable to the Head at the School.
Closing date: 14.6.85. (04330) 110010

CORNWALL
EDUCATION COMMITTEE
There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.
PRIMARY HEADSHIPS
Applications are invited from suitably qualified teachers for the Headships of the following schools:-
BUGLE C.P. JUNIOR & INFANT SCHOOL
Fore Street, Bugle, Cornwall PL26 8RU
Group 3. Available from 1st September, 1985.
DOWNDERRY V.A.C. of E. JUNIOR & INFANT SCHOOL
Downderry, Torpoint, Cornwall PL11 3LU
Group 2. Available from 1st September, 1985.
MAWNAN VILLAGE V.A.C. of E. JUNIOR & INFANT SCHOOL
Grove Hill, Maenan Smith, Falmouth, Cornwall TR11 5JF
Group 3. Available from 1st September, 1985.
Applications form(s) and further details are available on receipt of SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall TR1 3AY. Closing date for the three above Headship posts is 7th June 1985. (Please indicate which post(s) is (are) being applied for.). (10008) 110010

DEVON
Please see displayed advertisement on Page 47. (11981) 110010

WEST GLAMORGAN County Council

PRIMARY HEADSHIP
Applications are invited from suitably qualified and experienced persons for the following post to commence in September, 1985, or as soon as possible thereafter.
FELINDRE PRIMARY SCHOOL, Velindre, Swansea. (MIXED) (21 + Nursery on roll) (Age range 3-11).
A HEADTEACHER
is required for this GROUP 1 traditional Welsh school. Applicants must be able to teach through the medium of Welsh. (Post ref: 1.32.85).
Applications are available upon receipt of a large stamped addressed envelope from the Director of Education, Personnel Section, West Glamorgan County Council, County Hall, Swansea SA1 3SN.
The CLOSING DATE for the receipt of completed applications is THURSDAY, 13TH JUNE, 1985.
John Beale
Director of Education
(18101)

WOODLANDS PARK JUNIOR SCHOOL
St. Ann's Road, London N15 3TD
Tel: (01) 800-2821

HEAD TEACHER
(Group 4)
required as soon as possible.
Applications are invited from suitably qualified and experienced teachers for the Headship of this school.
London Allowance (£1038) and Social Priority Allowance payable. Removal expenses — 100% allowed in approved cases.
Further details and Application Forms (s.a.e.) may be obtained from the Chief Education Officer, Education Offices, 48-52 Station Road, Wood Green, London N22 4TY, to whom forms should be returned by 14.6.85.
(18114)

Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

Primary School Education

Headships

BRENT
LONDON BOROUGH OF BRENT
R.C. PRIMARY SCHOOL ST. MARGARET CLITHEROW
Required from January 1986.
Applications are invited from suitably qualified, experienced and committed Catholics for the post of HEADTEACHER of this Group 4 School upon the retirement of the present Headteacher. The Governors are looking for a candidate with good management skills, wide teaching experience and sincere interest in multi-cultural teaching.
Application forms (sae) from Director of Education, P.O Box 1, Chesterfield House, 9 Park Lane, Wembley HA9 7RW should be returned to the Cornaggendant to the Governors, The Presbytery, Chalkhill Road, Wembley Park, Middlesex HA9 8EW by 21 June 1985.
London Allowance of £1,038 per annum is payable.
Brent is fundamentally committed to Multi-Cultural Education. (10447) 110010

Deputy Headships
Second Masters/ Mistresses

BEDFORDSHIRE
SOUTHERN AREA
WARDEN HILL INFANT SCHOOL
Birdsfoot Lane, Luton, Beds.
Head: Mrs M.S.P. Wrightbird
Required for January 1986, a Deputy Head Group 4. Ability to lead and co-ordinate curriculum development in Maths, Science or with Computers an advantage.
Application forms and further particulars obtainable from and returnable to the Headmistress at the school (sae please). (10150) 110012

CROYDON
LONDON BOROUGH OF CROYDON
ALL SAINTS' COUNTY INFANTS SCHOOL
Upper Beulah Hill, London S.E.19
Tel: 01-771 9488
Tenable: 1st September, 1985
DEPUTY HEADSHIP
A lively and enthusiastic Deputy Head Teacher is needed to co-ordinate and encourage Language Development across the whole curriculum, to take a particular interest in the "Rising Fives" and to foster multicultural work within the School.
Closing Date: 14th June, 1985.
Application forms and further details are available from the Director of Education, Norfolk House, Walker Place, Rotherham S60 1QT.
G. Crane, Director of Personnel Resources. (10449) 110010

ROTHERHAM
METROPOLITAN COUNCIL
Rotherham is an equal opportunities employer
WINGTON GRANGE SCHOOL
Required for 1st September, 1985.
HEAD TEACHER - GROUP 3(a)
A Head Teacher is required to lead a committed and enthusiastic team with a view to furthering the development of this virtually unique co-educational school which acts as a support service for comprehensive schools in Rotherham by providing for the needs of lower secondary age pupils who have emotional or behavioural problems.
Candidates should have experience with emotionally disturbed children and hold an appropriate academic qualification.
Closing Date: 14th June, 1985.
Application forms and further details are available from The Director of Education, Norfolk House, Walker Place, Rotherham S60 1QT.
G. Crane, Director of Personnel Resources. (10449) 110010

HAMPSHIRE
PARSONAGE FARM COUNTY INFANT SCHOOL
Cherry Tree Close, Farnborough, Hampshire GU14 9EL
N.O.R. (currently 113 plus 60 Nursery children)
Group 3 School
Required for January 1986.
Applications are invited for the post detailed below. Closing date 14th June 1985.
Application forms (returnable by 10th June) and details from the Staffing Officer, Education Office, Portland House, Richmond Hill, Bournemouth BH2 6HR, on receipt of s.a.e. (10505) 110010

DURHAM
COUNTY COUNCIL
RE-ADVERTISEMENT
HEADSHIP
Applications are invited for the Headship of the following school (now tenable from September, 1985)
ST. CHAD'S R.C. (AIDED) J.M. & I. SCHOOL
Witton Park
(Applicants should be practising Roman Catholics)
Group 1
Application forms and further details available from: The Director of Education, County Hall, Durham DH1 5UL on receipt of a stamped addressed foolscap envelope to be returned by 14th June 1985. (04153) 110010

HAMPSHIRE
GOSDEN COMMON COUNTY PRIMARY SCHOOL
Upper Moors Road, Brighton, Eastleigh SO5 7BW
Deputy Headteacher required January 1986 for this Group 5 school. An energetic and versatile teacher with proven leadership qualities who can develop and extend an integrated curriculum.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (10196) 110012

HAMPSHIRE
ALTON COUNTY INFANT SCHOOL
Normanby Street, Alton GU34 1DH
Deputy Headteacher, Group 4 required January 1986. Applicants should be able to take a lead in implementing the sciences as a major curriculum area.
Letter of application with full curriculum vitae, names and addresses of two educational referees and S.A.E. to Head. (10199) 110012

WILTSHIRE
Please see display advertisement on Page 41 (10703) 110012

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
ST. JOSEPH'S R.C. (A) I & I SCHOOL
Prospect Street, Halifax HX3 6SA
Required from August 1985 a DEPUTY HEADTEACHER for this Group 4 School. Applicants should be practising Roman Catholics and committed teachers to take responsibility for Boys' Games and Athletics and to assist with Curriculum Development throughout the school.
A practising Roman Catholic is preferred.
Application forms and further details obtainable from the Director of Education, CHR Centre, Dudley, Middlesex.
Closing date: Monday, 17th June, 1985. (04285) 110012

NEWHAM
LONDON BOROUGH OF NEWHAM
KEIR HARDIE INFANT SCHOOL
Selwyn Street, London E16 1PZ
Head Teacher: H. Brooks, (Mrs)
Number on roll: 93 (March) plus 52 places Nursery (less 25%)
DEPUTY HEADTEACHER GROUP 3
Required: January 1986. An enthusiastic, widely experienced teacher keen to contribute to the life of the school in all its aspects, with some stimulating classroom practice, who can take a major, positive commitment to curriculum development. Previous applicants will be considered.
LONDON ALLOWANCE £1,058 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from Director of Education to whom completed forms should be returned by 14th June, 1985. Health Committee, Offices, 179/385 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10167) 110012

HILLINGDON
LONDON BOROUGH OF HILLINGDON
ST. ANDREW'S C. OF E. (AIDED) PRIMARY SCHOOL
Uxbridge, Middlesex
Required for September, 1985, or January, 1986,
DEPUTY HEAD TEACHER GROUP 4
Applicants should be qualified and experienced teachers and preferably communicants and members of the Church of England. The school policy strong parental support and a close link with Parish Church of St. Andrew.
Application forms and further details (S.A.E.) from Director of Education, CHR Centre, Uxbridge, Middlesex.
Closing date: Monday, 17th June, 1985. (04285) 110012

SUFFOLK
COUNTY COUNCIL
WHITTON GREEN PRIMARY SCHOOL
Westwood Avenue, Lowestoft NR33 9PH
4 - 8 years: 176 Pupils
Required for September 1985 Deputy Headteacher (Group 4). A special interest in the Early Years, Mathematics or Community would be an advantage.
Application forms and further details available from the Headmaster (s.a.e.) to whom they should be returned by 14th June 1985. (10073) 110012

SURREY COUNTY COUNCIL
★ FRINGE AREA LONDON ALLOWANCE £258 p.a. throughout the County.
★ Temporary housing may be available.
★ Generous relocation expenses in approved cases.

DEPUTY HEADSHIPS

St. Paul's R.C. First School, (Aided), Hampton Court Way, Thames Ditton, Surrey
Required for September 1985 or as soon as possible thereafter, Deputy Headteacher for this Group 3 school, estimated number on roll January 1986 — 132. Applicants must be practising Roman Catholics and hold the Catholic Teachers Religious Educaton Certificate.

The Orchard County First School, Bridge Road, East Molesey, Surrey
Required for the start of the Autumn Term 1985 or as soon as possible thereafter Deputy Headteacher for this Group 3 school, estimated number on roll January 1986 — 140. Salary Scale £6807 - £9753.

Application forms and further details from Area Education Office, 7 Monument Hill, Weybridge, Surrey. Telephone Weybridge 52811.
(18134)

Haringey
Progress with humanity
Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

HEADTEACHERS

Required January 1986

Colchester, Monkwick County Junior School (Group 5), School Road, Monkwick, Colchester.

Castle Hedingham, De Vere County Primary School (Group 3), Kirby Hall Road, Castle Hedingham, Halstead.

Closing date: 21st June, 1985.

Generous relocation allowances scheme in operation.

Please send foolscap s.a.e. for form and details to County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD.
(18110)

ESSEX County Council

Required for 1st September, 1985:

DEPUTY HEADTEACHER
St. Michael's R.C. Junior & Infants School, Newport. (Group 3)
Applications are invited from practising Roman Catholics for the post of Deputy Headteacher of the above school. Further details and application forms available from Father A. L. Hamson, St. Michael's Presbytery, Pillgwenlly, Newport.
Closing date: 14th June, 1985.

DEPUTY HEADTEACHER
St. Mary's R.C. Infants School, Newport. (Group 3f)
Applications are invited from teachers with Catholic Teachers Certificates for the post of Deputy Headteacher of the above school. Further details and application forms available from Father P. L. Eedy, St. Mary's Presbytery, Stow Hill, Newport.
Closing date: 14th June, 1985.
(18080)

Gwent County Council

Aylward First & Middle School
Pangbourne Drive, Stanmore, HA7 4RE
01-958 9202
Applications are invited from teachers with suitable qualifications and experience for appointment as

Deputy Head Teacher

at this Group 6 5-12 First & Middle School with Nursery Class, for January 1986 or sooner if possible.

Application forms from and to be returned to Mr. R. J. MILLARD, Headteacher, by 14th June 1985.
(18128)

Harrow Education
an equal opportunity employer

صحة من الأصل

continued

NORTHAMPTONSHIRE

BARRY LOWER SCHOOL
Barry Road, Northampton NN1 5JS

APPOINTMENT OF DEPUTY HEAD Group 4

Required for September 1985, if possible, suitably experienced teacher as Deputy Head of this well established lower school in Northampton. The school has a Nursery Unit attached.

Prospective candidates are invited to contact the Head Teacher, Mr L. Povey. (Tel: 32138) for further details.

Details and application forms (s.a.e.) available from the County Education Officer (Ref. NM), Northampton House, Northampton NN1 2HX. Closing date June 14th. (10825) 110012

Scale 2 Posts and above

BARKING & DAGENHAM

LONDON BOROUGH OF BARKING & DAGENHAM JOHN PERRY JUNIOR SCHOOL
Charles Road, Dagenham, Essex
(Roll 188)
Required for September 1985 or January 1986:

A teacher with interest in Mathematics, Boys' Games or Science who is possibly suitable for Scale 2 post for suitable applicant. £2,038 per annum Inner London Allowance. Reimbursement of removal expenses in approved cases.

Application forms from the Chief Education Officer, Town Hall, Barking, Essex (s.a.e.). Closing date 13th June 1985.

An equal opportunity employer. (10483) 110020

BARNET

LONDON BOROUGH
Required January 1986 or earlier if possible
ORAHAM PARK INFANTS SCHOOL
Lenaro Avenue, Grahame Park, NW9 5PN
Roll 220
Class teacher initially for Reception age group. Scale 2 Post available for responsibility for Special Educational Needs throughout the school.

Class teacher initially for Middle Infants. Scale 2 post available with responsibility for Art and Craft and Display throughout the school.

Application forms (s.a.e.) obtainable from the Director of Education Services Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 14th June 1985.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 14th June 1985. (10040) 110020

BARNET

LONDON BOROUGH
REQUIRED FOR SEPTEMBER 1985
WOODRIDGE J.M.I. SCHOOL
Southover, North Finchley N12 7HE
Roll 214
Temporary Assistant Teacher required for 1 year from 1st September 1985 to 31st August 1986 to teach junior class. Scale 2 available for suitable applicant.

In approved cases assistance may be given towards the payment of removal expenses and separation allowances.

Application forms (s.a.e.) obtainable from the Director of Educational Services, Town Hall, Friern Barnet N11 3DL to be returned to the Head Teacher by 14th June 1985. (10040) 110020

HAZELDENE LOWER SCHOOL
Stancliffe Road, Bedford
Tel: Bedford 67650
Headmistress: Mrs E. McConnell

1-9 Lower School
Required for January 1986, a Teacher of experience for the 6 plus year intake, who could take on responsibility for the curriculum development of Science and Computers throughout the School.

A Scale 2 post is available for a suitable candidate.

Application forms and further details from the Headmistress, see please. (12245) 110020

BEDFORDSHIRE

SOUTHERN AREA ST MARGARET OF SCOTLAND INFANT SCHOOL
Ruthernham Avenue, Luton, Bedfordshire
Headmistress: Sister K. Moore
Required for September 1985, an experienced Infant Teacher to be responsible for all aspects of the Language curriculum. This will include the setting up of a resource centre for the age range 5 to 7. Scale 2. practising Catholic preferred.

Application forms and further particulars obtainable from and returnable to the Headmistress at the School, see please. (12250) 110020

BERKSHIRE

GREAT HOLLANDS COUNTY JUNIOR SCHOOL
Worcesworth, Bracknell, Berks. RG12 4GN
NOR. 315
Required for September, 1985, or as soon as possible thereafter, a TEAM LEADER (Scale 3). Candidates should have proven expertise in teaching 3rd/4th Year Junior children and a commitment to team teaching is essential. An interest in and ability to teach Music would be an advantage.

Visits to the school are welcomed but prior arrangement should be made with the Headteacher from whom further details and application forms are obtainable. (SAE). Tel: Bracknell 424911. Closing Date: 14.6.85.

An Equal Opportunity Employer. (10609) 110020

BUCKINGHAMSHIRE

MILTON KEYNES AREA
Equal Opportunity Employer
HANSLOPE COUNTY COMBINED SCHOOL
Hanslope, Milton Keynes MK19 7BL
COMPUTER ASSISTED LEARNING TEACHER - Scale 2

A committed and resourceful teacher is sought from September 1985 or January 1986 to work within the eight to twelve age groups. The post holder would be expected to continue the development of computer assisted learning throughout the school to ensure maximum advantage. An ability to contribute to sporting and environmental activities would be an advantage. Scale 2.

As this is a re-advertisement, previous applicants will be contacted automatically.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Headteacher, Mrs E. Cross, on receipt of a foolscap stamped addressed envelope. (04487) 110020

BUCKINGHAMSHIRE

COUNTY COUNCIL
Equal Opportunity Employer
Milton Keynes Area
MANOR'S COUNTY COMBINED SCHOOL
Bonnington, Milton Keynes MK15 7HJ
Curriculum Co-ordinator (Early Years)
Required from September 1985 or January 1986, a committed and resourceful teacher to co-ordinate the work of the first school department and to liaise with the middle school staff to a school catering for the five to twelve age group. Scale 3.

An ability to contribute to a specialist subject would be an advantage.

Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.

Application forms and further details are available from the Headteacher, D. Shepherd BEd MA, on receipt of a foolscap stamped addressed envelope. (04489) 110020

CAMBRIDGESHIRE

Equal Opportunity Employer
PRIORY INFANTS SCHOOL
Cambridge
Required for January 1986, or September 1986 if possible, an experienced, enthusiastic, and caring teacher (Scale 2), with responsibility for Special Educational Needs.

Application forms and details from the Head Teacher, Gaifrid Road, Cambridge CB5 9ND (s.a.e. please). Closing date 14th June 1985. (10226) 110020

DERBYSHIRE

See Derbyshire Display adver. post reference NE/ 31/5/85 for Pain 51. (10369) 110020

DEVON

Please see displayed advertisement on Page 47. (11993) 110020

EAST SUSSEX

HANGLETON FIRST SCHOOL
Result from September 1985)
Dale Road, Hove BN3 8LJ
Roll: 300
Required (from January 1986, or earlier if possible, an experienced Infant Teacher, with music (Scale 3). Please state other curriculum interests.

Relocation grants in approved cases.

Application forms from County Education Officer, PO Box 4, County Hall, St. Anne's Crescent, Lewes BN7 1SG. (please) to be returned to Head teacher with delay. (10435) 110020

EAST SUSSEX

POLEGATE COUNTY PRIMARY SCHOOL
Oakleaf Drive, Polegate BN26 6PX
Roll: 172
Required from January or September if possible Experienced Junior Teacher (Scale 2) with special responsibility for Boys Games and Maths. Computer experience an advantage.

Relocation grants available in approved cases.

Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher. (33455) 110020

EAST SUSSEX

WOODINGDEAN COUNTY PRIMARY SCHOOL
Warren Road, Woodingdean, Brighton BN6 8SB
Roll: 280
Required from September: Experienced Teacher (Scale 3) for Art, Craft and Display. Applicants should offer range of Craft skills appropriate to Infants/Juniors, and be able to work alongside colleagues in practical ways. Music desirable but not essential.

Relocation grants available in approved cases.

Application forms (see please) from County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head teacher without delay. (33456) 110020

HAMPSHIRE

SALISBURY INFANT
Salisbury Road, Andover SP10 3QP
Required September 1985 or January 1986.

Teacher to be responsible for Science and/or Music. Scale 2, S. 132

Letter of application to the Headteacher. (12600) 110020

HIGHFIELD CE FIRST & MIDDLE SCHOOL
Hawthorne Road, Southampton SO19 7PX
(5 - 12)
Required January 1986 Scale 2 Language Consultant also responsible for Library. Music an advantage and a committed Christian preferred.

SAE to Head for further details. Closing date 14th June. (10018) 110020

HARINGEY

Progress with Humanity

OUR LADY OF MUSWELL H.C. PRIMARY (J.M. & I) SCHOOL
Pages Lane, London N10 1PS
Tel: 01-444 2997
Required for September, 1985, a full-time class teacher to have responsibility for leadership in music. Suitable candidates should be practising catholics and have experience of contemporary teaching practice in J.M. & I schools with special reference to music age groups. Scale 2 post is available for suitably qualified and experienced applicants. Candidates wishing to visit the school will be welcome, please telephone the Head Teacher on 444-2997 for an appointment.

Application forms (s.a.e.) are available from the Chief Education Officer, 48-58 Station Road, Wood Green, London N22 4TY and should be returned to the correspondent, Mrs. M.J. Butler, 10 Bedford Street, London WC2E 9HP not later than 14th June, 1985.

London Allowance (£1,038) payable. Removal expenses - 100% allowed in approved cases. (10037) 110020

HARROW

EDUCATION COMMITTEE
ST. JOHN'S FIRST SCHOOL
15 Bessborough Gardens, Middlesex HA7 3AE
Tel: 01-954 4156
Required for September 1985, an enthusiastic teacher to co-ordinate Art, Craft and Display throughout the school and be responsible for Audio Visual Aids.

Scale 2 post available for suitable applicant.

Ability to play the piano would be an advantage, but not essential. Applicants should be in sympathy with the aims of a Church School. VISITS WELCOMED.

Application forms from and to be returned to the Headteacher by Friday, 14th June 1985. Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10080) 110020

HARROW

EDUCATION COMMITTEE
BELMONT FIRST & MIDDLE SCHOOL
Belmont Road, Stanmore, Harrow HA7 2QG
Tel: 01-204 6008
Required for September 1985 a First School or Infants level Class teacher to work as Co-Ordinator for Mathematics in the First School. The successful candidate must be prepared to teach throughout the 5 to 9 age range with interest in the younger age group would be an advantage. Practising Catholic essential.

Application forms from and to be returned to the Headteacher by 14.6.1985. Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10057) 110020

HARROW

EDUCATION COMMITTEE
GRANGE FIRST SCHOOL
Wellbeck Road, Harrow, Middlesex HA3 5RH
Tel: 01-422 5054
Required for January 1986, an enthusiastic and confident teacher with the ability to teach all ages in the middle of the first school and take responsibility for Audio-Visual aids. Art and Craft an advantage.

Application forms from and to be returned to the Headteacher by 14th June 1985. Please enclose stamped addressed envelope.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10085) 110020

HEREFORD AND WORCESTER COUNTY COUNCIL

ST. MARY'S C.E. PRIMARY SCHOOL
Pownhope, Hereford HR1 4PG

Required September, 1985, Experienced Teacher to take charge of the Lower Junior Class and to take responsibility for language development and drama throughout the school. Please state interests and other special skills that can be offered. The ability to teach Needlework and to make a significant contribution to curriculum development is desirable. Scale 3 post available for suitable applicant. Practising communicant member of the Church of England preferred.

KINGSTONE AND THRUXTON PRIMARY SCHOOL
Kingston, Hereford HR2 9HG

Required from September, an enthusiastic and experienced teacher to teach Infants. An interest in computers, art and craft or girls' games would be an advantage. Scale 2 post available for suitable applicant. Please state areas of special interest.

ASHFIELD PARK PRIMARY SCHOOL
Ryelands Road, Ross-on-Wye, Herefordshire HR9 5AU

Required from September, 1985, if possible, Junior Class Teacher to have responsibility for computer studies and to assist with the organisation of the Junior Library. Scale 2 post.

Application forms and further details are available from the Headteacher of the School concerned on receipt of a foolscap stamped addressed envelope. (10085) 110020

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS DIVISION
ST. BARTHOLOMEW'S R.C. (AIDED) PRIMARY SCHOOL
Sycamore Drive, Swanley, Kent BR8 7AY
Group 4 - Roll approx. 250
MUSIC/DRAMA - SCALE 2
Required for September 1985 a suitably qualified Teacher for a lower school with responsibility for Music and Drama in the Junior Department.

Scale 2 post available for suitably qualified and experienced teacher. Ability to swim an advantage.

Please apply for application forms with s.a.e. to: Mrs. Bellenger, The Presbytery, Sycamore Drive, Swanley, Kent BR8 7AY.

SEVENOAKS CE SCHOOL
Bradbourne Road, Sevenoaks TN13 3LE
Group 5 Roll approx 280
Required for September 1985 an infant teacher scale 2 post available for teacher prepared to accept responsibility for art/craft and display.

Application forms and further details from the Head Master at the school. Please enclose SAE. (10538) 110020

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
VACANCIES
KIRKHEATON COUNTY FIRST SCHOOL
New Road, Kirkheaton, Huddersfield
Ref 943
Required from September 1985 or as soon as possible thereafter, a SCALE 2 for a class of Reception/Middle Infants and to take charge of the work of the Infant age children. Ability to play the piano an advantage but not essential. Interested applicants are welcome to visit the school by arrangement with the Head teacher. Tel: 35117

Application forms (s.a.e. please) available from the Director of Educational Services (Ref. IT), House, 3 Old Bank, Oldgate, Field HD1 6QW. Completed and returned forms should be returned within seven days of the appearance of this advertisement in the press.

An equal opportunity employer. (04186) 110020

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
BONNI PRIMARY
Bond Road, Mitcham, Surrey CR4 4QE
Tel: 01-648 8757
Head Teacher: Mr D.G. Nicholas
Age Range: 5 - 9 years
No. on Roll: 400
Scale Two and SEA Maths/Computers post. An enthusiastic and committed teacher required to co-ordinate Mathematics throughout the School.

Closing Date: A.S.A.P.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped envelope. (10134) 110020

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
GARFIELD PRIMARY
Garfield Road, London SW19 8EB
Tel: 01-540 1053
Head Teacher: Mrs M. McKenna
Age Range: 4/8 years
No. on Roll: 312
Required for September, 1985, an enthusiastic teacher for Lower Infants. Scale 2 post available for Assistant Mistress. Music an advantage.

Closing date - As soon as possible.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (10135) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
SCOTT WILKIE PRIMARY SCHOOL
Hoskins Close, London E16 3HD
Head Teacher: Mrs V. Pearce
Number on Roll: 380 plus 60 place nursery
CO-ORDINATOR FOR PHYSICAL EDUCATION Scale 2
Required: January 1986 or/as soon as possible enthusiastic and able co-ordinate and develop the physical education programme, including health education, across the primary age range.

The teacher appointed will need to have a commitment to out-of-school activities, particularly for boys.

Co-operative teaching situation. Visits welcome previous applicants will be considered.

LONDON ALLOWANCE £1,038

Application forms (s.a.e. please) available from Director of Education to whom completed forms should be returned by 11th June 1985.

Education Offices, 552, High Street, Stratford, London E15 4RD.

An Equal Opportunity Employer. (10141) 110020

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
HATFIELD PRIMARY
Lower Morden Lane, Morden, Surrey SM4 4RE
Tel: 01-337 1383
Head Teacher: Mrs M. Hoy
Age Range: 3-8 yrs.
On Roll: 350
Required for September 1985 if possible, or January, 1986 at the latest, a full-time class teacher to take a position of responsibility for the teaching of Mathematics and Computer Studies. An interest in the Physical Education programme would be an advantage. Scale 2.

Application forms and further particulars of the post available from the Head Teacher at the above address, see please. Please enclose stamped addressed envelope. (10404) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
MANNINGHAM INFANT SCHOOL
Sundridgham Road, London E15
Head Teacher: Mrs. A. Dan
Number on roll: 320
TEACHER RESPONSIBLE AUDIO/VISUAL AIDS Scale 2
Required: January 1986 or soon as possible.

An experienced and committed infant class teacher required to take responsibility for Audio Visual Aids in a multicultural school.

LONDON ALLOWANCE £1,038 plus Social Priority Allowance.

Application forms and further details available from Director of Education to whom completed forms should be returned by 14th June 1985.

Education Offices, Broadway, Stratford, London E15 4BG.

An Equal Opportunity employer. (10168) 110020

NEWHAM

LONDON BOROUGH OF NEWHAM
NEWHAM EDUCATIONAL SUPPORT SERVICES
ADVISORY TEACHER FOR MATHEMATICS Scale 2
Required: January 1986 or as soon as possible. As a result of the authority's successful bid for D.E.S. Education Support Grant for "The Teaching of Mathematics in Schools", Newham's 3 year programme is available from September 1985 to develop microcomputer based approaches to teaching mathematics in primary schools.

Previous applicants who have not been appointed need not apply again.

LONDON ALLOWANCE £1,038

Application forms/further particulars (s.a.e. please) available from the Director of Education to whom completed forms should be returned by 11th June 1985.

Education Offices, 2nd Floor, High Street, Stratford E15 4HD.

An Equal Opportunity Employer. (10172) 110020

NORTH YORKSHIRE

COUNTY COUNCIL
York Area Education Office
The following vacancy is required for September, 1985:
COPMANTHORPE COUNTY INFANT SCHOOL
An enthusiastic Infant Teacher required to develop a Science curriculum throughout the school. Ability to offer Music would be an advantage.

Scale 2.

Send stamped addressed envelope for application form to: The Area Education Officer, "A" 50 Piccadilly, York YO1 1PW to whom completed forms should be returned by Monday 17th June, 1985. (10033) 110020

OXFORDSHIRE

COUNTY COUNCIL
TEACHER FOR TRAVELLER CHILDREN,
Chipping Norton
Required for January or earlier if possible, a sympathetic teacher (Scale 2) interested in giving support to Traveller children from pre-school to the end of the Secondary age range in the Chipping Norton area. Applicants must have specific skills in the teaching of reading and a flexible approach towards meeting the particular needs of Traveller children and families.

Further details and application forms from the Senior Teacher, St. Mary's C.E. Primary School, The Green, Chipping Norton, SAE please. (12270) 110020

SURREY

EDUCATION COMMITTEE
REDHILL COUNTY PRIMARY SCHOOL
11 years
SCALE TWO teacher required for September 1985 or as soon thereafter as possible to be responsible for infant development. This post will be suitable for a teacher seeking future promotion. Initially for junior section class, with opportunity to gain experience with older children. Applicants are invited to state curriculum strengths.

Application form and further details from Headteacher, Miss Grinsted 33413.

WHYTELEAFE COUNTY FIRST AND MIDDLE SCHOOL
Caterham
Scale Two Craft Teacher required for September 1985. (Candidates should be able to act as adviser to other staff.) Ability to offer boys' games an advantage.

Application form and further details from Headteacher, Tel: Caterham 42121. 110020

Education
COUNTY UNATTACHED STAFF
COMMUNITY TEACHER

Applications are invited for the post of Community Teacher at Radlands Primary School, Crown Street, Worksop, Notts. S80 1TH, from September, 1985.

Candidates should be experienced and successful teachers who are interested in developing home/school/community links in order to enlarge the mutual understanding between schools and the families and neighbourhoods which they serve. The post will involve a teaching commitment of approximately 50% of the normal school week.

Salary: Scale 2

Application forms and further details are available (s.a.e. please) from the Director of Education (Ref. S23) County Hall.

Closing date: 14th June, 1985.

(18106)

Nottinghamshire County Council
County Hall West Bridgford Nottingham NG2 7QP

This four page newsletter has been inserted at the expense of the Schools Mathematics Project and Cambridge University Press to keep teachers and others involved in mathematics education abreast of the Project's activities.

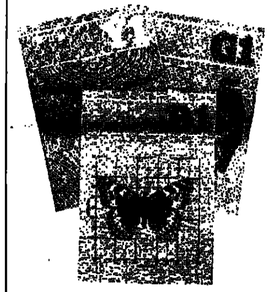
31st May 1985 No. 22

smp news

In this issue: Calculus disk for the BBC Micro; Practical mathematics; SMP Examinations; SMP Executive Officer appointed

SMP11–16 latest publications

The first batch of the material for years 3, 4 and 5 of SMP 11-16 is now available from the Cambridge University Press. The material is described in an updated edition of the booklet *SMP 11–16: a practical guide for the mathematics department*, which is obtainable free of charge from the publisher.



For schools starting the *SMP 11–16* course in year 3 there are two 'transition books' YT (for the Y series) and BT (for the B series). These are intended to be used alongside Book Y1 or Book B1, either as individual work or as class-work. Each of the two transition books contains material from the later levels of the booklet scheme.

Prices: see back page

SMP 11-16 The G Materials

Pupils who have covered most of levels 1 and 2 of *SMP 11–16* move on to the G series in year 3. Here Spencer Instone explains the range of materials provided.

The Cockcroft Report

Paragraph 243 of the Cockcroft Report suggested that mathematics teaching at all levels should include opportunities for

- exposition by the teacher
- discussion between teacher and pupils and between pupils themselves
- appropriate practical work
- consolidation and practice of fundamental skills and routines
- problem solving, including the application of mathematics to everyday situations
- investigational work.

Concern to include these varied types of mathematical activities has informed the writing of the SMP 11–16 course as a whole. This is true of the G materials, for pupils of lower ability, as much as for the Y, R and B series.

Variety

The G materials include books, containing work which is especially suitable for teacher-led activities, booklets on topics which provide more opportunities for individual or small group work, and cards (grouped in Resource Packs) which contain puzzles, investigations and games. For the teacher, these materials are backed up by extensive yet easy-to-read Teacher's Guides, worksheet masters and provision of assessment guidelines and masters.

Books

There are 8 attractively illustrated books (G1 to G8) for use in years 3, 4 and 5. The books move forward from the work of Levels 1 and 2 but it is perfectly possible for pupils to begin using the G series without having previously used the booklet scheme.

Each book contains a variety of activities. We have continued to provide new teaching material throughout the G series. We have done so in the belief that by using materials which move at a pace which is suited to their abilities, which can be seen to be appropriate to their own environment, and which are enjoyable to do, even the slowest pupils can contribute to make steady progress.

Practical

We have included plenty of practical activities in the materials. In terms of everyday life, there are, amongst others, measuring, weighing and timing activities, reading of real timetables, street plans and maps and filling in order forms for goods. There is also work involving drawing skills, model making and angle work. Suggestions for further practical activities are given in the Teacher's Guides.

Discussion

Although the books are intended for teacher-led lessons, they do not only contain explanation and exercises. There are games and investigations (suitable for groups) which develop problem-solving skills and require application of simple strategies. The Teacher's Guides suggest ways in which these activities can be used as starting points for group discussion, and there are further 'discussion points' included throughout the books. Suggestions for discussion range from possible ways of raising money for charity, through why buying very large quantities of food does not always represent the best buy, to why some local councils operate highly subsidised public transport.

Investigations, Problem Solving

Books G1 to G8 also contain plenty of questions of an 'open' nature, requiring more of the pupil than a simple application of one mathematical skill. However, apart from the books, there are two other important sources for investigational and problem solving work – Booklets and Resource Packs.

Booklets

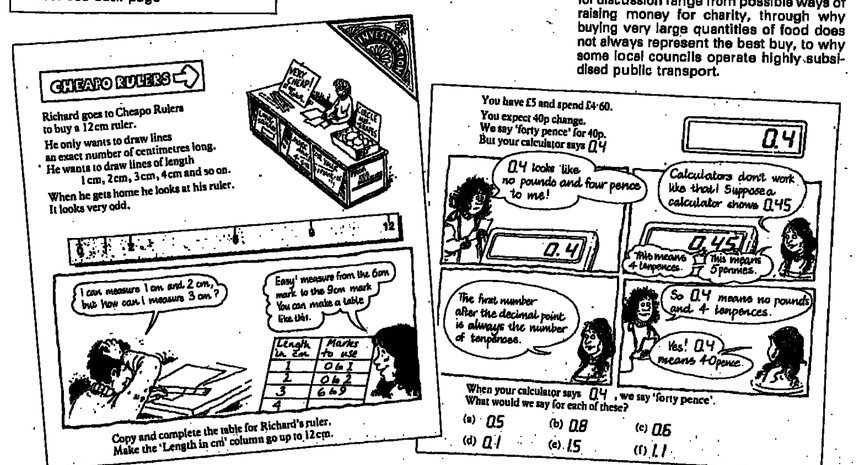
To accompany Books G1, G2 and G3 there are three booklets – *Investigating Folding Patterns* and *Impossible Objects*–written for individual, pair or group working. They contain 'open-ended' questions and plenty of opportunities for extending the work. Pupils can choose which booklets to do. There are also booklets for years 4 and 5, in which 'Option Boxes' offer a choice of investigations and follow-up work.

Resource Packs

Resource Packs A, B and *C* are each sets of 32 double sided cards, containing puzzles, investigations and games. The activities require a few simple items of easily obtainable equipment, and are designed to be easy to understand and usable by individuals, pairs or small groups. They are not just suitable for pupils of lower ability, as many of them contain activities approachable at a number of levels.

Assessment

The assessment in the pilot schools in years 4 and 5 was described in the previous edition of SMP News, and a substantially similar graduated scheme will be available for users of the published version of the G materials, certificated by the Oxford and Cambridge Schools Examination Board. To accompany *Books G1, G2* and *G3*, there are masters for written and mental tests in the Worksheet Master Pack, and suggestions for practical and oral tests in the accompanying Teacher's Guides. In assessment, as with teaching content, the scheme is very much in line with the recommendations of the Cockcroft Report.



Practical Mathematics

Sylvia Johnson writes about practical work and its assessment as seen in classes taking part in the SSCC Study.

Teachers in 40 SMP Pilot schools around the country are now in their second year of assessing practical skills in mathematics under the G Course assessment scheme. This year they have been joined by teachers in 10 Suffolk schools and 5 Rotherham schools, who, as part of the SSCC study, are using the assessment scheme with their own teaching materials.

5 different practical skills are assessed in the scheme; measuring length ● measuring weight ● using money ● reading two-way tables ● interpreting three dimensions.

The process of assessing these skills has raised a number of organisational and teaching issues. It has encouraged many teachers to use the practical suggestions in the Teacher Guides to the G Course books more fully, and encouraged some to find other ways of developing practical work in their classrooms. It has resulted in a greater awareness of the problems pupils have when trying to solve a practical problem or perform a simple practical task. And it has made all of us look more closely at precisely what is involved in mastering each of these 5 practical skills.

Assessing Practical Skills

In the everyday world we meet many practical tasks orally and expect an oral response;
- *"Will the wardrobe fit into the alcove?"*
- *"How much fencing will we need?"*
- *"What length of curtain rail do you need? These are the sizes it comes in"*

and so on.

In trying to model this situation, roughly half of the assessment tasks have been written to be presented to pupils orally, and for pupils to give an oral response. This calls for one-to-one assessment of pupils. Setting that up in schools presents many organisational problems and has inevitably been time-consuming. Teachers have tried many different approaches, some of which are outlined below.

Elizabeth is gradually assessing her pupils one at a time during lesson time. She has all the assessment material in a cupboard in her room and when she can, she takes a pupil to one side of the room to give an assessment while the rest of her class continue with their work. Sometimes she assesses several pupils in one lesson, sometimes just one. She doesn't like to spend too much time in any one lesson on assessment nor to spend too many lessons consecutively on this. She feels quite confident at handling this situation with this fourth year class. She has a large room where she teaches all the time and can prepare the room before the lesson if she needs to; the pupils are very pleasant and well motivated. She doesn't know whether this method will work with her third year group as they are much more boisterous.

John and Andrew decided they would combine their classes from time to time to enable them to assess practical skills. That way one of them could conduct the assessment while the other worked with the rest of the pupils. As far as possible they try to organise the assessment so that each tests the pupils in his own class. They feel this system works well; they share the work load and they get support from each other. They both have fairly small classes and are not sure that this method would work if their classes were larger. They try to assess as many pupils as they can each time they put their classes together like this and they are at present taking one task at a time and trying it with all the pupils before setting up another task.

Susan is using one of her preparation lessons each week to assess pupils. The deputy head has agreed to count this as a substitution. Neither thinks it is an ideal situation but they are using this approach for the time being until they can work out a better arrangement. During this lesson, Susan extracts pupils one at a time from their maths lessons and assesses them on one of the tasks which she has set up in the maths office. It is taking a long time to get through all the pupils on each task and giving feedback to the class teachers is also time consuming. However, it is easy to organise and Susan feels that it is fair on all pupils since she is the only person conducting the assessment and has the same standards for all.

Ian is a 'float' teacher in the fourth year. Each time they have maths he is available. His time is spent in a variety of ways, one of which is to help other teachers with practical assessment in whatever ways they wish. He is sometimes used to work with a class while the class teacher extracts pupils for assessment. Other teachers ask him to do the assessment himself. Often he and the class teacher work in the same room, one teaching, the other assessing. He feels this system works well and fits in with the different ways in which people want to work. It took some time to get used to his role.

Ideally, one-to-one assessment of practical skills is an on-going part of normal classroom activity and one which does not require special tasks or special forms of organisation. However, it is not easy to attain this ideal and there are problems which none of us should under-estimate. In a class of 20 or so unmotivated and potentially 'difficult' teenagers, trying to assess the practical skills of one while the rest carry on with other work might be a recipe for disaster!

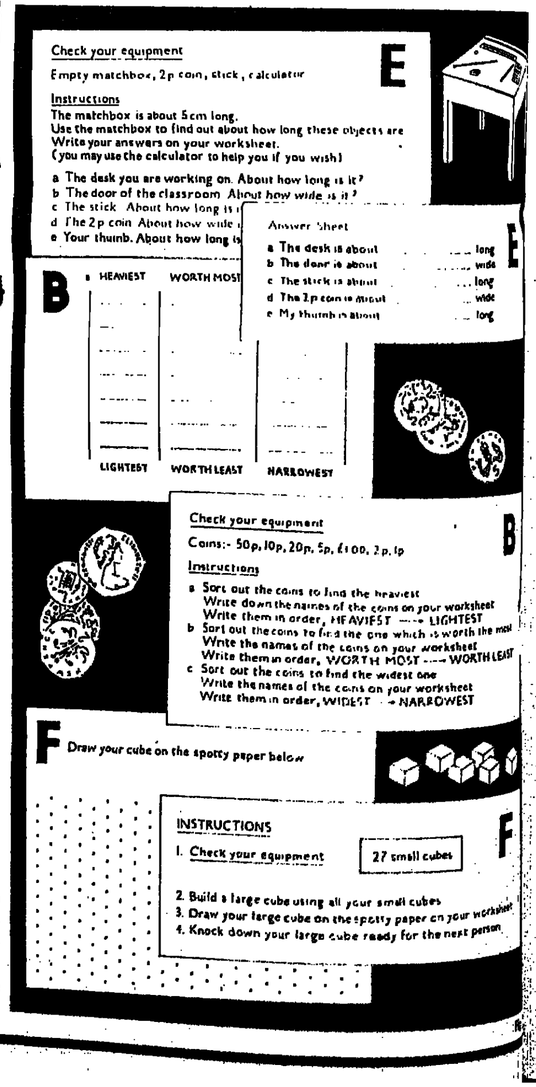
Moving towards this situation implies regular practical work in the classroom and developing such work has been a preoccupation for some teachers involved in the assessment scheme.

Developing Practical Work in the Classroom

One of the successful starting points for many teachers has been the setting up of some 'circus'. This is a collection of short practical tasks which may cover a range of skills or might all cover aspects of one skill, e.g. measuring length.

Pupils usually work in pairs, trying the activities in turn. Often, pupils are expected to record solutions down, or to make something. Examples of activities which have been used are shown in Fig. 1.

Starting practical work in this way has some positive advantages;
- it is easy to organise in the classroom
- pupils can work at different rates
- there can be a great variety of activity
- it promotes much discussion if pupils work in pairs
- because it is fairly structured, the teacher is free to spend a lot of time with individual pupils without 'hindering' the progress of others who can move on to new activities
- it may provide starting points for a wide range of other practical activities by using one of the tasks for example and developing that into a series of related activities



Undoubtedly, there are dangers too in restricting practical work in the classroom to this type of activity. This diagnostic value of such work is only realised if the teacher is actively involved with the pupils; relying on the written solutions or the finished articles does not always give any indication of the problems pupils may have had. The use of the practical circus is unlikely on its own to lead to the integration of practical work into the curriculum. It is, however, proving to be a useful starting point from which to develop. But there is no doubt that pupils have gained a lot of enjoyment from the activities and have tackled them seriously and with responsibility.

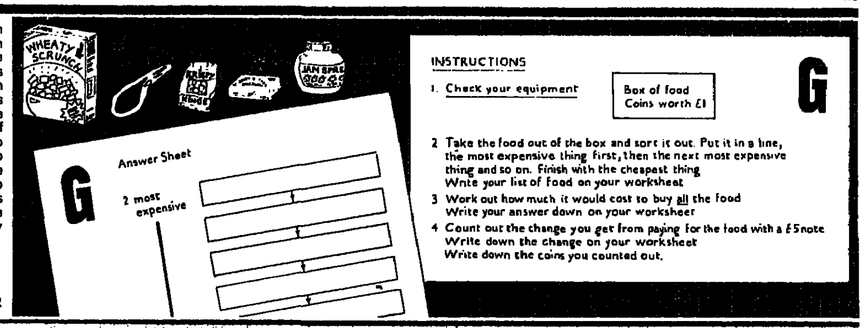


Fig. 2

SMP Examinations

The present position

GCE SMP GCE examinations are administered by the Oxford and Cambridge Schools Examination Board and are available to all schools.

SMP O-level From 1985 onwards a revised Syllabus replaces Syllabuses N and C. No calculating aids are permitted in Paper 1; an electronic calculator is required for Paper 2.

SMP Additional Mathematics A new Syllabus and style of Papers came into operation in 1984.

SMP A-level A revised Syllabus comes into operation for the 1985 examination.

SMP Further Mathematics A revised Syllabus comes into operation for the 1986 examination.

SMP:CEE This examination is administered by a consortium of GCE Boards. It includes Coursework as well as written Papers.

Syllabuses for the above examinations are available from the SMP office.

Mathematics (SMP) In 1984 the first examination of a joint O-level/CSE examination, administered jointly by the Oxford and Cambridge Schools Examination Board and the West Midlands Examinations Board was held. From the 1985 examination onwards this examination, now administered by the Midland Examining Group, is available nationally. The full range of O-level and CSE grades is available to pupils in all schools.

Details of this examination are available from the West Midlands Examinations Board, Norfolk House, Smallbrook Queensway, Birmingham, B5 4NJ.

SMP 11–16 examinations

O-level and CSE For pupils in the pilot schools only, an O-level/CSE examination is being held in 1985, 1986, 1987. This examination includes a Coursework component as well as written Papers.

Graduated assessment is being used with pupils following the G Course of SMP 11–16. The operation of this graduated scheme of assessment is being monitored by the DES funded SSCC Study.

SSCC Information Sheets which give details of the scheme are available from the SMP office.

SMP 11–16 and GCSE

The first material for years 3, 4 and 5 is now published, and schools are looking ahead to the first GCSE examinations in 1988. Will the new *SMP 11–16* course lead to a GCSE examination? The answer to this question must be 'yes' because it would be madness for the SMP to produce a course which did not lead to a public examination!

Now that the GCSE National Criteria for Mathematics are published it is possible to compare the pilot 16+ scheme based on *SMP 11–16* with the criteria. The pilot scheme (which was described in the previous edition of SMP News, November 1984) matches up very well, not only as regards syllabus content but equally importantly as regards the inclusion of coursework assessment. The coursework component of the assessment scheme is the most significant innovation in the scheme and the SMP and its pilot schools have undertaken pioneering work in this field. The first candidates to have followed the draft version of the *SMP 11–16* course throughout take their written examination papers this summer, having completed their coursework assessment programme just before Easter. The Secondary Examinations Council has funded the appointment of two part-time coursework development officers who are monitoring the coursework assessment and will report on the working of the scheme, so that the experience gained can be made available to Examining Groups, all of whom will be working towards the inclusion of coursework assessment in their GCSE examinations in mathematics.

The GCSE criteria make provision for national projects, and *SMP 11–16* will seek the status of a national project. If this is granted, then there will be a single GCSE examination based on *SMP 11–16* operated on behalf of an Inter-Group Committee for the first few years. After this the position will be reviewed and it may then be thought appropriate for each Examining Group to set its own examinations on the project. (Should *SMP 11–16* not be recognised as a national project, it will negotiate the provision of an examination with one or other of the Groups at present involved in the pilot examination. Examinations offered by one Examining Group will be generally available to schools throughout the country.)

As soon as definite information becomes available the SMP will make it known to all schools on its file of those known to be using *SMP 11–16* materials. In the meantime schools can be assured that the pilot 16+ scheme at present in operation in the testing schools already matches well the criteria for GCSE examinations in mathematics and there should be no reason why a successor GCSE scheme, suitably modified where necessary in the light of experience, should not be available from 1988 onwards.

Copies of a booklet describing the pilot 16+ scheme, together with two sets of papers (specimen papers and mock papers) are obtainable from the SMP Office, price 95p including postage.

How long does a Project last?
A request for help

Curriculum and assessment go hand in hand, even though two separate bodies – the School Curriculum Development Committee and the Secondary Examinations Council – now have national responsibility for them. Nowhere is the link more important than when a new course is under development; the wrong assessment can distort the aims of the project.

But how long does a 'project' remain a project? When does it cease to merit its own assessment scheme? The view expressed in early Director's Reports, that the SMP would flourish and, having influenced others, die, is now seen to have been unrealistic. SMP courses and examinations continue to thrive. With the advent of *SMP 11–16* a 'new wave' of SMP materials is entering the schools; we even hear talk of 'traditional SMP'! The coming of GCSE, which will be administered by five examining groups, raises the question of the role of an SMP examination for schools using the 'numbered' and 'lettered' books.

There is now a joint O-level/CSE scheme, based on SMP syllabus development, available nationally through the Midland Examining Group. Until this scheme was launched (the first examination was in 1984) no CSE scheme had been developed by the SMP, so none could claim our blessing. Looking forward to GCSE the five examining groups are naturally considering the needs of schools using SMP courses. It seems probable that some of the other groups will set about producing their own assessment scheme for pupils following 'traditional' SMP courses. (Indeed, at least one group has already made a start.) What is the SMP view of such developments?

The first point to make is that SMP O-level has retained a large entry because teachers have preferred it to the alternatives offered by GCE Boards. In the GCSE, schools will have freedom of choice and should be able to use the assessment scheme which matches SMP courses in aims as well as content. That does not mean that there must be only one such scheme.

There are four aspects of SMP O-level (and A-level) which have evolved during the past twenty years; all are important, and should play their parts in any new scheme of assessment.

(i) ***The syllabus*** This is, perhaps, the easiest to deal with. Obviously there must be a clear link between the mathematical content of the syllabus and the SMP texts; any stated aims should match SMP aims. In fact, now that the syllabus operated by the Midland Examining Group is published, based as it is on SMP development, it should not be difficult for any group to produce a suitable syllabus! However, while it is easy to state aims, it is through the examination papers (and other assessment items) that aims are translated into practice.

(ii) ***Assessment Items*** The best syllabus can be spoilt by dull or misdirected examination papers; the coursework in GCSE must also reflect the underlying aims. No one would claim that all past SMP O-level papers (for example) have been equally good mirrors of SMP intentions, but the continued life of SMP O-level indicates a high level of success in this respect. So, in any proposed new scheme, the specimen papers (and other assessment items) require careful evaluation.

(iii) ***Continuing Involvement*** For some years now, after each examination, a team of SMP teachers has prepared comments on the papers set – brickbats as well as bouquets – for the examiners to consider. In this way a continuing dialogue between the examiners and SMP schools has been established, keeping the spirit of the business alive. A similar continuing interaction between schools associated with the project and the examining group would be an essential feature of any new scheme.

(iv) ***Syllabus review and development*** It is the policy of the SMP to keep syllabuses and schemes of assessment under review and revise them from time to time. This ability of the project – that is the schools who use SMP materials – to revise the syllabus and scheme of assessment should also be built into any new scheme.

Can you help?

We have already received from one examining group proposals for a scheme of assessment which they believe may be suitable for pupils following SMP courses. We may well receive others. Items (iii) and (iv) above – especially the former – require a number of teachers who can take part in the 'monitoring' of any scheme on a regular basis. If your school uses SMP materials and is within the territory of one of the examining groups, and if an appropriate member of the mathematics department would be prepared to assist in this way, please write to me. It would be very helpful to have a list of teachers prepared to participate in this.

John Hersee

Developments

Coursework working party The National Criteria for GCSE lay down that from 1991 onwards all schemes of assessment must include a coursework component, accounting for at least 20 per cent of the assessment. A coursework component may be offered as an option in the years 1988 to 1990.

The pilot scheme of assessment for *SMP 11–16* includes a coursework component and a working party has been set up to develop coursework assessment to accompany other SMP GCSE schemes. If you have suggestions which you would like the group to consider, or if you have experience in this area which you feel would be useful in their work, please write to John Hersee at the SMP office.

A-level for the 1990s What should be the content and style of A-level in the future? How should calculators and microcomputers affect the mathematics in the course and how it is taught and learned? How do the aims of paragraph 243 of the Cockcroft Report apply to A-level?

A working party has been set up to consider these and other questions and to produce proposals for SMP A-level development. If you have suggestions or ideas, either about the course or the examination, please write to John Hersee at the SMP office.

Further Mathematics The Secondary Examinations Council has approved our proposal, outlined in the last issue of SMP News, for trials of an alternative component of assessment. We hope that this experiment will begin in a small group of schools for the 1986 examination.

A review of the syllabus is almost complete. The new version will have the familiar pattern of five sections, of which a candidate will need to study three. The titles of four of the sections will be as now, but a new section – Differential Equations and Numerical Analysis – replaces the old section 3. Electricity has been removed from the syllabus and there are other changes in the sections which retain the same titles. The syllabus will be presented in a 'Syllabus plus Notes' format. The new section reflects the importance of numerical methods in the day of the calculator and computer.

The new version of the syllabus should be available shortly. Comments will be invited from schools who enter candidates. If you would like to receive a copy of the syllabus when it is available please write to the SMP office.

Executive Officer

Mr Christopher Little has been appointed SMP Executive Officer.

Mr Little, who takes up his post on 1st September 1985, is at present Head of Mathematics at St Birinus' School, Didcot. Following the Mathematics Tripos at Cambridge, Mr Little took an MSc at Warwick University, from where he joined the staff of Manchester Grammar School. Before moving to his present post he was Head of Mathematics at Aylesbury Grammar School. We welcome him to the SMP.

SMP office on the move

In the summer the main SMP office will move to the University of Southampton, although *SMP 11–16* business will continue to be dealt with from Westfield College. From September 1st all inquiries or letters NOT concerned with *SMP 11–16* should be addressed to: ***The School Mathematics Project, The University of Southampton, Southampton, SO9 5NH.***

SMP 11–16 business should be directed, as at present, to Westfield College.

In-Service Resource Kits

Eleven kits are now available. A kit typically comprises material on possible classroom approaches to mathematical topics (not solely 'SMP' topics or 'SMP' approaches), research results on children's learning difficulties, offprints from relevant recent articles in mathematics education journals and, possibly, practical activities for the teachers themselves. Each kit, packed in a *manilla envelope* file, contains enough *material for several one-hour sessions and has a tutor's section*, which comprises notes for the tutor and single copies of other sheets in the kit for reference. Material for distribution to the group is supplied in batches of fifteen loose-coloured sheets with an extra copy on white paper. The kits vary in size and in style, some including overhead projector transparencies and two a tape-slide sequence.

Fractions £4.50+£1.20 p&p
A kit dealing with the pros and cons of teaching fractions, including information on recent research results.

Directed Numbers £5.00+£1.20 p&p
The kit contains substantial tutor's notes and three overhead projector transparencies to assist presentation.

Calculators £4.00+£1.20 p&p
A kit intended for those with little knowledge of calculators who wish to consider how calculators may successfully be exploited to enhance the teaching of mathematics.

On being sure £5.00+£1.20 p&p
The need for proof and the kinds of argument that are convincing are examined in this kit. Examples are drawn from many branches of mathematics.

The Mathematics Department £6.50+£1.20 p&p
Case studies of five departments (including a Middle School) are the basis of this kit with suggestions on how a school can use them to examine its own methods.

3-D Geometry £6.50+£1.50 p&p
This kit is intended to help teachers develop activities and resources for 3-D work in mathematics and contains suitable materials including cubes, modelling clay, glue, etc.

Seeds £2.00 including postage
A different kind of kit containing 20 cards, each presenting a problem or a situation to stimulate lively discussion, but, as the title suggests, providing the starting points for deeper investigation and for curriculum development.

Matrices £5.50+£1.20 p&p
The kit outlines a variety of teaching approaches with overhead projector transparencies to illustrate them and includes offprints showing the use of matrix methods in other subjects such as geography and physics.

Communicating with parents £7.00+£1.20 p&p
Using examples from a number of schools, the kit covers written communication with parents together with points about parents' evenings. A tape-slide sequence is included.

Numeracy £8.00+£1.20 p&p
What is numeracy and how can it be taught? The kit contains a large number of offprints, overhead projector transparencies and a sound cassette.

Understanding the decimal system
£7.00+£1.20 p&p
A secure knowledge of place value is essential for all pupils. Aimed at teachers in secondary schools, the kit includes a tape-slide sequence based on Babylonian symbols for numbers.

Orders for kits should be sent to the SMP office.

Software. SMP Disk: Introduction to Calculus

This disk for the BBC microcomputer contains more than 20 programs. Designed primarily for use by an individual student or a small group, they can also be used by a teacher with a class. The programs demand active participation; for example, the student is asked to use a calculator to find an estimate of a gradient and type his/her answer into the computer.

The approach throughout is similar to that used in the Revised Additional Mathematics Book, but the programs can be used to support other calculus courses. There are six sections.

Gradients explores the idea of average velocity and its limit numerically, and the links with gradients of chords and tangents are made.

In *Derived Functions* the user investigates the derived functions of different polynomials (both graphs being drawn), so that a general inference can be made.

Areas concentrates on definite integrals and leads into the idea of an *integral function. The link with 'anti-differentiation' is then made.*

Radians are investigated as a way of ensuring that derived functions have 'simple' forms; e is treated similarly. Then in x (as the area under the graph of 1/x) is linked to the inverse of the exponential function.

The *Numerical Integration* section looks at rectangle methods for estimating areas and at Simpson's Rule.

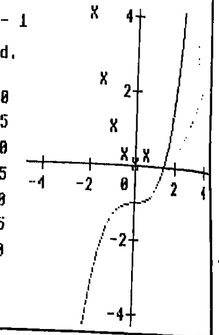
References are made in the accompanying booklet to further exercise material in both *SMP Revised Advanced Mathematics* and *SMP Revised Additional Mathematics* books, where appropriate.

An order form for the disk is available from the SMP office. The price will be about £20.00.

The SMP disk of programs for A-level (for the RML 380Z) is still available from MUSE, Freepost, Bromsgrove, Worcestershire B61 7BR, or from The Computer Education Centre, Liverpool Polytechnic, Rodney House, 70 Mount Pleasant, Liverpool. The price is £4.00 if you have double-sided disk drives, £6.50 if you have only single-sided disk drives. These prices include postage and packing.

GRADIENT FUNCTIONS

f(x) = x³/3 − 1	
a	grad.
-2.00	4.00
-1.50	2.25
-1.00	1.00
-0.50	0.25
0.00	0.00
0.50	0.25
1.00	1.00



Here is the function f(x) = x³/3 − 1

Tangents will be drawn at x = a for a few values of a. Each gradient will be tabulated and plotted by an X.

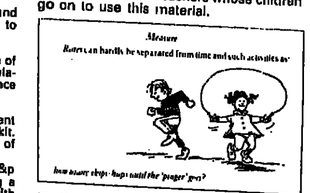
Press space-bar to continue

Brief mentions...

Pointers

A resource book of activities with a mathematical basis for teachers to use with young children.

Sections on 'shape', 'measure' and 'number' show how these ideas can be developed with infants, and those on 'Christmas' and 'shoes' give examples of the mathematical potential of familiar topics. There are also sections on problem-solving and assessment. Links with *SMP 7–13* Unit 1 are provided for teachers whose children go on to use this material.



ISBN 0 521 27678 0 (Please use this number when ordering.)

Published by Cambridge University Press. £2.50

A Subscription List for *SMP News*

SMP News now appears twice a year as an insert in the Times Educational Supplement. We hope that this method of distribution enables *SMP News* to reach many teachers and schools.

However, a number of teachers have asked whether it would be possible to receive a personal copy of each issue. In view of these requests we have set up a subscription list for *SMP News*. Subscribers will receive a copy of each issue by post. These copies, which will be printed on better quality paper, will arrive about four weeks after the issue appears in the TES. The subscription rate will be £1.00 per year (two issues) including postage. If you wish to subscribe to *SMP News* please complete and return the application form opposite with £1.00 for the first year's issues.

Please complete and return the form to SMP, Westfield College, Kidderpore Avenue, London NW3 7ST.

ITeMS

The latest issue of ITeMS (Ideas in the Teaching of Mathematics and Science) contains full ordering details for a wide variety of teaching materials, sources of teaching ideas and articles on mathematics and science education. ITeMS is available from F. R. Watson, Department of Education, University of Keele, Keele, Staffordshire, ST5 5BG. Please send a stamped self-addressed envelope (10" by 12") plus five extra 13p stamps.

SMP User Groups

In the last issue of *SMP News* we gave the address of an *SMP 11–16* user group: Coombe Dean School Charnhill Way, Elburton, Plymouth, Devon PL9 8ES, telephone Plymouth 46961. Details from Alan Mace. The next meeting of this group will take place on 20 June 1985.

User groups meet to discuss the operation of *SMP 11–16* and to exchange ideas.

Other groups have contacted us:

Wolverhampton area – Keith Cadman (Secretary), Education Department, Teachers' Centre, Beckminster House, Birches Barn Road, Penn Fields, Wolverhampton WV3 7BJ, telephone 0902 337244.

Kingston upon Thames area – Jan Allcorn (Secretary), Guildhall 2, Kingston upon Thames, Surrey KT1 1EU, telephone 01 546 2121 ext. 2507.

Sheffield area – Schools within Sheffield contact Mrs V. Gallivan, Notre Dame School, Cavendish Street, Sheffield S3 7RZ; schools outside Sheffield contact Mr R. M. Turner, Abbeydale Grange School, Hastings Road, Sheffield S7 2GU.

Oldham, Rochdale and Tameside area – Mr J. Gardiner (Secretary), Head of Mathematics, Hathershaw School, Bellfield Avenue, Oldham OL8 3EP.

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Oxford and Cambridge Schools Examination Board,
10 Trumpington Street, Cambridge CB2 1QB

SMP Office,
Westfield College, Kidderpore Avenue, London NW3 7ST

From September 1st 1985
SMP 11–16 matters: SMP Office, Westfield College, Kidderpore Avenue, London NW3 7ST

All other inquiries: School Mathematics Project, The University of Southampton, Southampton SO9 5NH

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Required for September 1985, teacher (Scale 2 plus AWPA) for Art and Craft Display. Enthusiastic experienced teacher to take responsibility for developing Art and Craft throughout the school. Applicants should be aware of current trends in Art Education, to be able to establish good classroom practice, lead training, and formulate working guidelines in this large multi-ethnic First School. Initially it is expected to demonstrate a good standard of display. Initially the successful candidate will have responsibility for a class of 5/6 year olds.
Application forms may be obtained from the Directorate Personnel Officer, 4th Floor, Provincial House, Market Street, Bradford BD1 1NP and should be returned to the Headteacher Mr P.H. Steele-Princeville First School, Bowling-lowfield Street, Bradford BD7 2AH by 14th June 1985.
Reference ET 53688/ETES.
Bradford is an equal opportunities employer and welcomes applications from candidates of either sex, any race, any age or disability, unless otherwise stated.
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Malvern Road, NW6
Tel: 01-624 0348
(Roll: 185 Social Priority School)
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Barnhill Road, Wembley, Middx. HA9 9YF
Tel: 01-904 1820
(Roll: 183, Social Priority School)
Required for September - INFANT TEACHER (Scale 1). Knowledge of the needs of multi-ethnic and E.S.L. pupils essential. Experience with breakthrough to Literacy an advantage.
TEMPORARY INFANT TEACHER (Scale 1) to cover a maternity leave.

HARLESDEN JUNIOR MIXED & INFANT SCHOOL
Acton Lane, NW10 8UP
Tel: 01-965 7445
(Roll: 331, Social Priority School)
Required for September 1985
Part time TEACHER (0.5), ability to teach full primary range an advantage, preferably Player essential. (Scale 1). Visits welcomed.

WEMBLEY MANOR INFANT SCHOOL
East Lane, Wembley, Middlesex HA9 7RW
Tel: 01-904 1820
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Wesley Road, Stonebridge Park, NW10
Tel: 01-965 8454
(Roll: 353)
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Applications are invited for a teacher for this multi-ethnic Primary School. An interest in Language is desirable. Visits welcome.

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Sherrick Green Road, London NW10 1LL
Tel: 01-452 1350
(Roll: 315, Social Priority School)
Required for September 1985 - PART-TIME (0.5) TEACHER (Main) required to work mornings only. Ability to plan group work and co-operate with class teachers essential.

KILBURN PARK JUNIOR SCHOOL
Peel Road, Kilburn NW6 5RG
Tel: 01-624 7403
(Roll: 130, Social Priority School)
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A CLASS TEACHER for Lower Juniors (Scale 1) to cover maternity leave. Please state special interests.
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County Street, New Bradwell, Milton Keynes MK13 0BG
Required to teach at the combined school, an enthusiastic teacher prepared to teach across the age range. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, J. White, giving full personal details and the names and addresses of two referees. (10323) 110022

BUCKINGHAMSHIRE
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Date of Employer
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Dunsham Lane, Aylesbury, Bucks, HP20 2DB
Headteacher: Mrs. D.E. Hunt
Roll: 187 boys and girls aged 5 - 8
Scale: 1
Required September 1985, Teacher to work at the school towards meeting the needs of children from minority children.
Assistance with removal expenses is given in approved cases.
Application form and further details (s.a.e.) from, and robe returned to the Headteacher at the school. (04490) 110022

BUCKINGHAMSHIRE
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DOWNS BARN COUNTY FIRST SCHOOL
66 Downs Barn Boulevard, Downs Barn, Milton Keynes, MK14 7NA
Required from September 1985 as soon as possible, an enthusiastic, flexible class teacher for the open plan first school. Ability to work co-operatively and involve parents. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing may be to buy in the area.
Apply by letter to the Headteacher, Mrs P. Adams, giving full curriculum vitae and the names and addresses of two referees.

GREENLEYS COUNTY FIRST SCHOOL
(Archway) Lane, Greenleys, Milton Keynes, MK12 6AT
Required to teach from September 1985, an enthusiastic teacher prepared to teach throughout the first school age ranges and willing to work in a co-operative situation. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Acting Headteacher, Miss S. Clarke, giving full curriculum vitae and the names and addresses of two referees. (04486) 110022

BURY
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Required for 1st September 1985 at Our Lady of Grace R.C. Primary School, Whitefield, Bury, Greater Manchester M45 7PA.
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(Age range 5 - 12)
Required September 1985, Teacher for the Middle School or Upper Primary age range (Scale 1). Roman Catholic essential.
Application forms from the Headmistress on receipt of s.a.e. (10504) 110022

EALING
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EDUCATION SERVICE
GIFFORD FIRST SCHOOL
Required for September 1985, Class Teacher (Scale 1) to teach any age in the 5 - 8 year range in a newly appointed school. Scale 1 salary.
London Weighting £1,038.
Application form from Chief Education Officer Hadley House, 79 - 81 Uxbridge Road, Ealing, London W5 2BU (SAE). to be returned by 14th June 1985. (04474) 110022

EAST SUSSEX
SEAFORD COUNTY PRIMARY SCHOOL
Church Street, Seaford BN25 1HH
Roll: 271
Required from September: experienced teacher (Scale 1) for remedial and reception infants.
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by June 14. (11979) 110022

EAST SUSSEX
HAMPDEN PARK COUNTY INFANT SCHOOL
Broadwater Road, Eastbourne BN22 8RB
Roll: 286
Required from September: experienced Reception Class Teacher (Scale 1).
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by June 14. (11978) 110022

EAST SUSSEX
MOULSECOOMBE INFANTS SCHOOL
Hillside, Moulsecoombe, Brighton BN2 4GH
Roll: 367
From September, an experienced and flexible Teacher (Scale 1) able to work in a team-teaching situation. Mixed age group of reception and second year infants.
Relocation grants in approved cases.
Form from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG (SAE please) to be returned to Head Teacher without delay. (10433) 110022

EAST SUSSEX
ANNECY R.C. (AIDED) PRIMARY SCHOOL
Sutton Avenue, Seaford BN25 4LF
Roll: 308
Required from September, or as soon as possible thereafter, a Class Teacher (Scale 1) for a year old children, but able to teach across the first school age range.
Applications to the Headteacher by 15th June. 1985.

DINES GREEN PRIMARY SCHOOL
Tudor Way, Worcester WR2 5QH
Required from 1st September 1985, a teacher for a class of 9 - 10 year old children. Experience of French time in French/R.E./Music would be an advantage.
Application forms and further details from Headteacher. Scale 1.

MARLFIELD FARM FIRST Redstone Cheam, Church Hill, Redditch
Lively young teacher required for temporary post Scale 1 (£7,163 per annum) for one year. A special interest in mathematics could be an advantage. Please state other special interests.
Only short-listed applicants will be notified. Closing date 14th June, 1985. (Please ring Headteacher, Mrs. Brasil, Redditch 66996, to arrange to visit to the school). (33481) 110022

EAST SUSSEX
HIGHFIELD COUNTY JUNIOR SCHOOL
The Rydings, Hampden Park, Eastbourne BN22 9BX
Roll: 342
Required from September: experienced Teacher (Scale 1) for a first year Junior class. A particular curriculum interest is desirable, preferably in Geography or History.
Relocation grants available in approved cases.
Application forms (see please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG to be returned to the Head Teacher by June 14. (10455) 110022

HARROW
EDUCATION COMMITTEE
ST. JOHN'S C. OF E. FIRST SCHOOL
1 Embry Way, Stanmore HA7 4AZ
Tel: 01-954 3190
Required 3 Sept 1985, an experienced teacher (2.5) to the successful candidate must be prepared to take classes/groups throughout the school.
Application forms from and to be returned to the Headteacher as soon as possible, please enclose addressed envelope.
Harrow is an Equal Opportunity Employer. (10053) 110022

HARROW
EDUCATION COMMITTEE
KENMORE PARK INFANT SCHOOL
Kenmore Avenue, Harrow, Middlesex
Tel: 01-907 0162
Required for 1 year only from September 1985, a Scale 1 Teacher to take a class in second year Middle School children.
Application forms from and to be returned to the Headteacher by 14th June 1985.
Harrow is an equal opportunity employer. (10056) 110022

HARROW
EDUCATION COMMITTEE
ROXETH MANOR 1ST SCHOOL
Eastcott Lane, S. Harrow
Tel: 01-422 6638
Scale 1 (Temporary 1 year appointment).
A skills to teach within the First School age range.
Applications from and to be returned to the Headteacher by 7th June 1985.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10083) 110022

HARROW
EDUCATION COMMITTEE
MORELAND FIRST & MIDDLE SCHOOL
Welldon Crescent, Harrow HA1 1QH
Tel: 01-863 8769
(Group 6)
A Class Teacher is required for September 1985, able to offer Boys' GAMES and either SCIENCE or CRAFTS within the range 8 - 12 years. The School is open-plan and serves a multi-racial town centre area. Visits welcome. (Scale 1).
For application forms and further information, apply to the Headteacher by 14th June and enclose a s.a.e.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10082) 110022

HEREFORD AND WORCESTER
COUNTY COUNCIL
FLADBURY C.E. FIRST SCHOOL
Fladbury, Pershore, Worcs.
Required from September 1985 an enthusiastic and enterprising Assistant Teacher prepared to teach throughout the first school age range. Scale 1.
Application forms and further information from the Chairman of Governors, The Rectory, Station Road, Fladbury, Nr. Pershore, Worcs. on receipt of s.a.e.

ST. BARNABAS C.E. FIRST AND MIDDLE SCHOOL
Dines Broughton, Pershore, Worcs. WR10 2AW
(8 - 12 years)
Required from September 1985.
Assistant Teacher (Scale 1) for General Subjects, in the 8 - 12 year age group. A contribution to one or more of Science, Home Economics or Boys' Games would be welcome.
Form and further details available from the Headteacher (S.A.E. please).
Application forms and further details available from the Headteacher

ST. JOHN'S C.E. FIRST SCHOOL
Blakebrook, Kidderminster, Worcs.
Required from September, 1985 enthusiastic Scale 1 teacher, initially for a class of 6 year old children, but able to teach across the first school age range.
Applications to the Headteacher by 15th June, 1985.

DINES GREEN PRIMARY SCHOOL
Tudor Way, Worcester WR2 5QH
Required from 1st September 1985, a teacher for a class of 9 - 10 year old children. Experience of French/R.E./Music would be an advantage.
Application forms and further details from Headteacher. Scale 1.

MARLFIELD FARM FIRST
Redstone Cheam, Church Hill, Redditch
Lively young teacher required for temporary post Scale 1 (£7,163 per annum) for one year. A special interest in mathematics could be an advantage. Please state other special interests.
Only short-listed applicants will be notified. Closing date 14th June, 1985. (Please ring Headteacher, Mrs. Brasil, Redditch 66996, to arrange to visit to the school). (33481) 110022

HAVERING
LONDON BOROUGH OF HAVERING
St Edwards C of E PRIMARY SCHOOL
Hilldene Drive, Romford RM1 4BH
Tel: Romford 45971
Headteacher: Mrs M.I. Groves
An enthusiastic teacher required for September 1985. In first instance the post will involve classes throughout the Primary age range.
An Infant Teacher committed to the aims of a Church of England School and show a willingness to work with other staff in fostering a caring and stimulating environment.
Visits to the School welcome.
Letters of application including curriculum vitae and names of two referees should be sent to the Headmaster. (10305) 110022

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
CODEHAM COUNTY PRIMARY SCHOOL
Codeham, Gravesend DA12 3EN
Required September 1985 reception class teacher Scale 1. Interest in Music or Religious Education.
Apply in writing to Head Master at the School giving names and addresses of two referees.
Closing date 21st June 1985.

CANTERBURY DIVISION
HAMPTON COUNTY PRIMARY SCHOOL
Herne Bay
Required for September 1985 a teacher for Lower Juniors (Scale 1). Interest in development of Mathematics welcome.
Applications to the Head Teacher at the school in Pitsdale Drive, Herne Bay, Kent. (10541) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE HILL GIRLS' SCHOOL
Coombe Lane West, Kingston Upon Thames, Surrey KT2 7DD
Tel: 01-949 1743
No. on roll: 302
Required for September 1985 an enthusiastic and experienced teacher of GEOGRAPHY. Scale 1 post. London Allowance £678.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU to whom completed forms should be returned by Friday, 7th June 1985. (05000) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
COOMBE HILL GIRLS' SCHOOL
Coombe Lane West, Kingston Upon Thames, Surrey KT2 7DD
Tel: 01-949 1743
No. on roll: 302
Required for September 1985 an enthusiastic and experienced teacher of MATHEMATICS. Scale 1 post. London Allowance £678.
Application forms available from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey KT1 1EU (self addressed envelope) to whom completed forms should be returned by Friday, 7th June 1985. (10366) 110022

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
CHRIST CHURCH C OF E INFANTS SCHOOL
Lime Grove, New Malden, Surrey KT3 3TW
(Vicarage Road)
Tel: 01-942 3850
Roll on Roll: 190
Required for September 1985 an INFANT TEACHER to be responsible for a large class in any age group. Interest in or experience of the average child (2plus/5plus) an advantage. Committed Christian preferred.
Scale 1 post. London Allowance £678.
Application forms obtainable from the Director of Education and Recreation, Guildhall, Kingston upon Thames, Surrey (sae please) to be returned to the Headmistress at the School by Friday, 14th June 1985. (10358) 110022

LONDON

WHITE LION FREE SCHOOL
This is a community school for 50 children, offering an alternative style of education. Required from September a TEACHER for 5 - 8 year olds.
• S.A.E. 57 White Lion Street, N1. For details (04699) 110022

LONDON
Required for September 1985 - CHILDREN'S R.C. TEACHER - MIDDLE JUNIOR SCALE 1 (First appointments - Qual. IFIED NURSERY TEACHER - 9 a.m. to 12 noon only. Please apply to Headmistress, Virgo Fidelis Convent Junior School, Central Hill, London SE19 1RS. Tel: 01-653 2169. (049141) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
(York Area Education Office)
The following teachers are required for September, 1985:-

BARLBY BRIDGE COUNTY PRIMARY SCHOOL
Selby
Reception and middle infant teacher required. Please state interests. Applications from probationers welcome.
Scale 1.

RALPH BUTTERFIELD COUNTY PRIMARY SCHOOL
Haxby
An enthusiastic teacher required for Reception infants. A keen interest and ability to teach science and/or music at infant level is very desirable.
Scale 1.

BISHOPTHORPE COUNTY INFANT SCHOOL
An infant teacher required interested in working with a vertically grouped class. An interest in environmental studies appreciated. Applications from probationers welcome.
Scale 1.

ST. MARY'S R.C. PRIMARY SCHOOL
Selby
Teacher required for top infants/lower juniors. Please state curriculum strengths and interests. Applications from practising Catholics preferred.
Scale 1.

WIGGINTON COUNTY PRIMARY SCHOOL
TWO teachers required to teach a Reception or Middle Infant class. Ability and liagness to use the "Breakthrough to Literacy" material essential.
Scale 1.

SELBY COUNTY INFANT SCHOOL
1. Teacher for Reception and Middle infants. Please state strengths and interests.
2. Experienced infant teacher. An interest in music/piano preferred.
Scale 3.
Send stamped addressed envelope for application forms for the above posts to Area Education Officer, Area Office, 80 Piccadilly, York YO1 1NA to whom completed forms should be returned by Monday 10 June 1985. (10024) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
BURTON IN LONSDALE ENDOWED VA PRIMARY SCHOOL
Required Autumn Term 1985 experienced teacher for infant age range. Practicable Christian preferred. Scale 1.
Application forms from the Area Education Officer, Westeron Street, Skipton BD23 1PD or Scarr, Skipton BD23 1PD to whom completed forms should be returned by Monday 10th June 1985. (10027) 110022

NORTH YORKSHIRE
COUNTY COUNCIL
NORTHALLERTON AREA
HIPSWELL C.E. PRIMARY SCHOOL
Catterick Garrison
Required for September 1985 an experienced Teacher. Music an advantage but please state curriculum interests. Scale 1.

COLBURN COUNTY PRIMARY SCHOOL
Required for September 1985 an enthusiastic Teacher with the ability to teach the top infants age range. Please state curriculum interests. Scale 1.
Please send stamped addressed envelope for application form to the County Education Officer, County Hall, Northallerton DL7 8AD to whom completed forms should be returned by 14th June 1985.

HARROGATE AREA
BRAFFERTON C.E. SCHOOL
Helperby, York
Required for September 1985 an experienced, enthusiastic and versatile Infant Teacher, able to play the piano and teach music throughout the School on a rotational basis.
A practising Communicant member of the Church of England is necessary. Scale 1.
Application form (s.a.e. please) obtainable from the Area Education Officer, 59 Grove Road, Harrogate HG1 5EE, should be returned to Rev. Charles Douglas, Brafferton Vicarage, Helperby, York YO6 2QS by 14th June 1985.

SKIPTON AREA
GARGRAVE & MALHAM UNITED C.P.A. PRIMARY SCHOOL
Required Autumn Term 1985 a committed and imaginative Infant Teacher (Scale 1, main) to teach the full Infant age range. Ability to develop computer studies throughout the School an advantage.
Application forms from Area Education Officer, Water Street, Skipton BD23 1PD or Scarr, Skipton BD23 1PD to whom completed forms should be returned by Monday 10th June 1985. (10027) 110022

NORTHAMPTONSHIRE
KINGSTHORPE C.E. (AIDED) SCHOOL
Knights Lane, Kingsthorpe, Northampton NN2 6QL

INFANT TEACHER Scale 1
Required September for this attractive Church of England Aided School. An interest in the teaching of reading could be an advantage. Anglican Communicant preferred.

Further details from the Head Teacher (Northampton 714225)

Application forms (s.a.e.) available from the County Education Officer (Ref. M11). Closing date: June 14th. (10622) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
WESTFIELDS JM/I SCHOOL
Westfields Avenue, Barnes, London SW13 0AZ
Tel: 01-876 7358
Required for September 1985, the following:-
1) Scale 1 Infant Teacher.
2) Scale 1 Junior Teacher.
3) A Part-time (0.4) teacher for recorder, orchestra work and general music.
Scale 1 applicants please state and expand upon your curriculum interests in the application letter.
Visits welcome, please arrange with the Acting Headteacher.
Forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Acting Headteacher at the school by Wednesday 19th June 1985.

NORTHAMPTONSHIRE
KINGSTHORPE C.E. (AIDED) SCHOOL
Knights Lane, Kingsthorpe, Northampton NN2 6QL

INFANT TEACHER Scale 1
Required September for this attractive Church of England Aided School. An interest in the teaching of reading could be an advantage. Anglican Communicant preferred.

Further details from the Head Teacher (Northampton 714225)

Application forms (s.a.e.) available from the County Education Officer (Ref. M11). Closing date: June 14th. (10622) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
BISHOP PERRIN C.E. JM/I SCHOOL
Hospital Bridge Road, Whitton TW2 6LP
(Voluntary Aided - Group 4)
SCALE 1 UNESTABLISHED TEACHER Plus £678 Outer London Allowance
Required for September 1985, an unestablished teacher for Junior music and mathematics to work with classes in the Autumn term and full-time in the Spring and Summer terms. The post will also involve some Infant teaching.
A committed Christian teacher will be preferred.
Further details and application forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Acting Headteacher at the school by Friday, 14th June 1985. (10444) 110022

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HOLY TRINITY C.E. JM/I SCHOOL
Carington Road, Richmond, Surrey TW10 5AA
Required for September 1985, an enthusiastic reception class teacher for this one-form entry primary School. Committed Christian commitment essential.
The appointment will be for the autumn term and then full-time for the rest of an academic year.
Forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Headteacher at the School by Wednesday 12th June 1985. (041[3) 110022

SHROPSHIRE
EDUCATION COMMITTEE
LADYGROVE COUNTY PRIMARY SCHOOL
Old Office Road, Dawley, Telford
Required for September 1985 an experienced and enthusiastic teacher to develop Mini Society. Scale 2 available for suitable experienced teacher.
Further details and application forms from the Head (SAE). (10622)110022

SUFFOLK
COUNTY COUNCIL
ST EDMUNDS R.C. PRIMARY SCHOOL
Westgate Street, Bury St Edmunds
(Age range 5 - 9: 220 on Roll)
Required from September 1985, Scale 1 Teacher of MIDDLE INFANTS. Roman Catholic preferred.
Application forms from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (10064) 110022

SUFFOLK
COUNTY COUNCIL
WESTERN AREA
(Primary School Age range 5 - 9 and 5½ - 9)
Required for September 1985 a Scale 1 Teacher with a particular interest in NURSERY and RECEPTION AGE PUPILS or offering MUSIC as a major curriculum interest.
Application forms available from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk (s.a.e. please) to whom they should be returned as soon as possible. (10071) 110022

SUFFOLK
COUNTY COUNCIL
WESTERN AREA
(Primary School Age range 5 - 9 and 5½ - 9)
Required for September 1985 a Scale 1 Teacher with a particular interest in NURSERY and RECEPTION AGE PUPILS or offering MUSIC as a major curriculum interest.
Application forms and further details available from the Head (s.a.e. please) or from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk (s.a.e. please) to whom they should be returned as soon as possible. (10071) 110022

SURREY
EDUCATION COMMITTEE
ST JOHN BAPTIST R.C. FIRST SCHOOL
Brown Street, West Molesey, Surrey
Required for September 1985, an enthusiastic class teacher for this friendly progressive first school. Applicants must be practising Roman Catholics.
Application forms from North East Area Education Office, 7 Monument Hill, Weybridge, Surrey (Tel: Weybridge 52811). (10259) 110022

WALTHAM FOREST
ST JOSEPH'S R.C. INFANTS SCHOOL
Marsh Lane, London E10 7BL
Head: Mrs M. Le Count
An experienced temporary teacher is required to cover for maternity leave in a 50 PTE place nursery class.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available on receipt of a s.a.e. from and returnable to the Head Teacher.
Closing date 14th June, 1985.
Ref. P46/320. (10557) 110022

WEST SUSSEX
OUR LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL
Hare Lane, Langley Green, Crawley, Sussex
SCALE 1
Two experienced Teachers required. Must be practising Roman Catholics, teaching children age range 5 - 8 years.
Application forms from the Headteacher at the school, Orchard Park, Crawley, Sussex. S.a.e. please. (10159)

WEST SUSSEX
BEWBUSH FIRST SCHOOL
Dorsten Square, Bewbush, Crawley RH11 8QX
Full-time scale 1 teacher required September 1985. Applicant must have a flexible approach and an interest in working in an open-plan situation.
Application form from Headteacher. (10010) 110022

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
ORLEANS INFANT SCHOOL
Hartington Road, Twickenham, Middlesex TW1 3EN
Tel: 892 1654
SCALE 1 TEACHER Plus £678 Outer London Allowance
Required for September 1985, a scale 1 full-time teacher for a middle-infant class. Committed and enthusiastic candidates willing to play a full part in the school will be welcome.
Please enclose a brief statement of your education philosophy and methods, particular curricular skills and interests with your returned application form.
Visits are welcome.
Forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Headteacher at the school by Wednesday 19th June 1985. (044[6) 110022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
BISHOP PERRIN C.E. JM/I SCHOOL
Hospital Bridge Road, Whitton TW2 6LP
(Voluntary Aided - Group 4)
SCALE 1 UNESTABLISHED TEACHER Plus £678 Outer London Allowance
Required for September 1985, an unestablished teacher for Junior music and mathematics to work with classes in the Autumn term and full-time in the Spring and Summer terms. The post will also involve some Infant teaching.
A committed Christian teacher will be preferred.
Further details and application forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Acting Headteacher at the school by Friday, 14th June 1985. (04444) 110022

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HOLY TRINITY C.E. JM/I SCHOOL
Carington Road, Richmond, Surrey TW10 5AA
Required for September 1985, an enthusiastic reception class teacher for this one-form entry primary School. Committed Christian commitment essential.
The appointment will be for the autumn term and then full-time for the rest of an academic year.
Forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Headteacher at the School by Wednesday 12th June 1985. (041[3) 110022

SHROPSHIRE
EDUCATION COMMITTEE
LADYGROVE COUNTY PRIMARY SCHOOL
Old Office Road, Dawley, Telford
Required for September 1985 an experienced and enthusiastic teacher to develop Mini Society. Scale 2 available for suitable experienced teacher.
Further details and application forms from the Head (SAE). (10622)110022

SUFFOLK
COUNTY COUNCIL
ST EDMUNDS R.C. PRIMARY SCHOOL
Westgate Street, Bury St Edmunds
(Age range 5 - 9: 220 on Roll)
Required from September 1985, Scale 1 Teacher of MIDDLE INFANTS. Roman Catholic preferred.
Application forms from the Headteacher at the school (s.a.e. please) to whom they should be returned as soon as possible. (10064) 110022

SUFFOLK
COUNTY COUNCIL
WESTERN AREA
(Primary School Age range 5 - 9 and 5½ - 9)
Required for September 1985 a Scale 1 Teacher with a particular interest in NURSERY and RECEPTION AGE PUPILS or offering MUSIC as a major curriculum interest.
Application forms available from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk (s.a.e. please) to whom they should be returned as soon as possible. (10071) 110022

SUFFOLK
COUNTY COUNCIL
WESTERN AREA
(Primary School Age range 5 - 9 and 5½ - 9)
Required for September 1985 a Scale 1 Teacher with a particular interest in NURSERY and RECEPTION AGE PUPILS or offering MUSIC as a major curriculum interest.
Application forms and further details available from the Head (s.a.e. please) or from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk (s.a.e. please) to whom they should be returned as soon as possible. (10071) 110022

SURREY
EDUCATION COMMITTEE
ST JOHN BAPTIST R.C. FIRST SCHOOL
Brown Street, West Molesey, Surrey
Required for September 1985, an enthusiastic class teacher for this friendly progressive first school. Applicants must be practising Roman Catholics.
Application forms from North East Area Education Office, 7 Monument Hill, Weybridge, Surrey (Tel: Weybridge 52811). (10259) 110022

WALTHAM FOREST
ST JOSEPH'S R.C. INFANTS SCHOOL
Marsh Lane, London E10 7BL
Head: Mrs M. Le Count
An experienced temporary teacher is required to cover for maternity leave in a 50 PTE place nursery class.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available on receipt of a s.a.e. from and returnable to the Head Teacher.
Closing date 14th June, 1985.
Ref. P46/320. (10557) 110022

WEST SUSSEX
OUR LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL
Hare Lane, Langley Green, Crawley, Sussex
SCALE 1
Two experienced Teachers required. Must be practising Roman Catholics, teaching children age range 5 - 8 years.
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned as soon as possible. (10159)

WEST SUSSEX
BEWBUSH FIRST SCHOOL
Dorsten Square, Bewbush, Crawley RH11 8QX
Full-time scale 1 teacher required September 1985. Applicant must have a flexible approach and an interest in working in an open-plan situation.
Application form from Headteacher. (10010) 110022

LONDON BOROUGH OF RICHMOND UPON THAMES
(An equal opportunity employer)
HOLY TRINITY C.E. JM/I SCHOOL
Carington Road, Richmond, Surrey TW10 5AA
Required for September 1985, an enthusiastic reception class teacher for this one-form entry primary School. Committed Christian commitment essential.
The appointment will be for the autumn term and then full-time for the rest of an academic year.
Forms (foolscap s.a.e.) from Director of Education, Royal House, London Road, Twickenham TW1 3DB, returnable to the Acting Headteacher at the School by Wednesday 12th June 1985. (041[3) 110022

SHROPSHIRE
EDUCATION COMMITTEE
LADYGROVE COUNTY PRIMARY SCHOOL
Old Office Road, Dawley, Telford
Required for September 1985 an experienced and enthusiastic teacher to develop Mini Society. Scale 2 available for suitable experienced teacher.
Further details and application forms from the Head (SAE). (10622)110022

SUFFOLK
COUNTY COUNCIL
ST EDMUNDS R.C. PRIMARY SCHOOL
Westgate Street, Bury St Edmunds
(Age range 5 - 9: 220 on Roll)
Required from September 1985, Scale 1 Teacher of MIDDLE INFANTS. Roman Catholic preferred.
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned as soon as possible. (10064) 110022

SUFFOLK
COUNTY COUNCIL
WESTERN AREA
(Primary School Age range 5 - 9 and 5½ - 9)
Required for September 1985 a Scale 1 Teacher with a particular interest in NURSERY and RECEPTION AGE PUPILS or offering MUSIC as a major curriculum interest.
Application forms available from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk (s.a.e. please) to whom they should be returned as soon as possible. (10071) 110022

SUFFOLK
COUNTY COUNCIL
WESTERN AREA
(Primary School Age range 5 - 9 and 5½ - 9)
Required for September 1985 a Scale 1 Teacher with a particular interest in NURSERY and RECEPTION AGE PUPILS or offering MUSIC as a major curriculum interest.
Application forms and further details available from the Head (s.a.e. please) or from the Western Area Education Officer, Shire Hall, Bury St Edmunds, Suffolk (s.a.e. please) to whom they should be returned as soon as possible. (10071) 110022

SURREY
EDUCATION COMMITTEE
ST JOHN BAPTIST R.C. FIRST SCHOOL
Brown Street, West Molesey, Surrey
Required for September 1985, an enthusiastic class teacher for this friendly progressive first school. Applicants must be practising Roman Catholics.
Application forms from North East Area Education Office, 7 Monument Hill, Weybridge, Surrey (Tel: Weybridge 52811). (10259) 110022

WALTHAM FOREST
ST JOSEPH'S R.C. INFANTS SCHOOL
Marsh Lane, London E10 7BL
Head: Mrs M. Le Count
An experienced temporary teacher is required to cover for maternity leave in a 50 PTE place nursery class.
SCALE 1 plus Outer London Allowance.
Application form (and further details) available on receipt of a s.a.e. from and returnable to the Head Teacher.
Closing date 14th June, 1985.
Ref. P46/320. (10557) 110022

WEST SUSSEX
OUR LADY QUEEN OF HEAVEN R.C. FIRST SCHOOL
Hare Lane, Langley Green, Crawley, Sussex
SCALE 1
Two experienced Teachers required. Must be practising Roman Catholics, teaching children age range 5 - 8 years.
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned as soon as possible. (10159)

WEST SUSSEX
BEWBUSH FIRST SCHOOL
Dorsten Square, Bewbush, Crawley RH11 8QX
Full-time scale 1 teacher required September 1985. Applicant must have a flexible approach and an interest in working in an open-plan situation.
Application form from Headteacher. (10010) 110022

EMPLOYER OPPORTUNITY
BLACKHORSE INFANTS SCHOOL
Clifton Avenue, London E17
Acting Head: Mrs. A. Hall
Required for September.
Teacher required for a reception class in this vertically grouped school. An interest in audio/visual aids and/or music an asset.
SCALE 1 plus Outer London Allowance. (Ref: P77/381).

CHAPEL END JUNIOR SCHOOL
Rebecca Road, London E17
Head: Mr. R. Rossin
Required for September.
Class teacher required. An interest in P.E. including team games an advantage. Suitable for a newly qualified teacher.
SCALE 1 plus Outer London Allowance. (Ref: P10/400).

A Remedial class teacher required, starting in autumn if the plans is preserved.
SCALE 1 plus Outer London Allowance. (Ref: P10/401).

CHURCH MEAD INFANT SCHOOL & NURSERY UNIT
Grange Road, London E10
Head: Mrs. M. Naylor
Required for September.
An infant trained teacher required for the multi-cultural Nursery/Infant School.
SCALE 1 plus Outer London Allowance. (Ref: P10/378).

COPPERMILL INFANTS SCHOOL
Edward Road, London E17
Acting Head: Miss R. Ryan
INFANT TEACHER required for a variety grouped class, in this multi-cultural school. Suitable for a newly qualified teacher with interest in music an advantage.
SCALE 1 plus Outer London and Social Priority Allowances. (Ref: P19/378).

DAVIES JUNIOR SCHOOL
Davies Lane, London E11
Head: Mr. G. Windsor
Required as soon as possible.
Temporary teacher to cover maternity leave for a 2nd year 7 girls.
SCALE 1 plus Outer London and Social Priority Allowances. (Ref: P19/379).

DOWNSELL INFANTS SCHOOL
Downsell Road, London E15
Head: Miss S. Brazier
Required for September.
INFANT TEACHER to fill this multi-cultural school. Should be committed to innovative teaching in a purposeful curriculum plan school.
SCALE 1 plus Outer London and Social Priority Allowances. (Ref: P19/378).

FARKSWOOD INFANT SCHOOL
New Road, London E4
Head: Mrs. W. Smith
Required for September.
Enthusiastic infant trained teacher for this infant School.
Music advantageous.
SCALE 1 plus Outer London Allowance. (Ref: P10/377).

ROGER ASCHAM INFANTS SCHOOL
Winton Road, London E17
Acting Head: Mrs. N. Critchley
Required for September.
A qualified Infant Teacher required. An interest in Music would be an advantage.
SCALE 1 plus Outer London Allowance. (Ref: P10/376).

WILTSHIRE
Please see display advertisement on Page 50. (10704) 110022

Remedial and Special Needs Teaching Posts

Scale 2 Posts and above

HAVERING
LONDON BOROUGH OF HAVERING
SERVICE FOR SENSORY IMPAIRMENT
TRAINING ADVISORY TEACHER FOR SPECIAL VISUAL NEEDS
VISUAL IMPAIRMENT
Required for September or as soon as possible (or 2 days per (equivalent) per week).
Experienced in working with children who have learning difficulties and severe visual impairment and interest in a initially challenging post, involving in relation to advisory or pre-school work, children who have vision problems and additional handicaps. It will involve in-service training of parents, schools and a range of other services.
A specialist qualification to teach children who have special educational needs preferably in the area of visual impairment is essential.
Scale 3 for a suitably qualified and experienced teacher.
Application forms and further details are available from the Director of Education, Town Hall, Main Road, Romford RM1 3BD, on receipt of a foolscap self-addressed envelope (3 x 12p stamps). (10574) 120012

CUMBRIA
COUNTY COUNCIL
Education Department
Seven Mile Lane
Ulverston
Area Allied Mixed 4 - 11
N.G.R. 111 (Group 4)
Required in January 1986 a Deputy Head to share in the leadership and development of the curriculum.
Should hold the Certificate of Teachers Competence.
Application forms and further details available from the Assistant Chief Education Officer (Personnel), Portland Place, Penrith CA11 7QH by 14th June 1985 (s.a.e. please). (134404) 120012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS AREA
NEW AND GREENHILL MIDDLE SCHOOL
Ash Road, New Ash Green, Dartford DA3 8HJ
Required for September 1985 or January 1986 second mainstream teacher to share second deputy leadership role. Scale 2 plus outer London fringe allowance.
For further details and application form apply to Miss K. Long on, Closing date 14th June 1985. (10543) 120012

Deputy Headships Second Masters/ Mistresses

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Middle Department
DENBIGH COUNTY MIDDLE SCHOOL
Cardiff Road, Olney, Bucks MK46 5HU
DEPUTY HEADTEACHER
Group 3
Required from January 1986, an experienced and committed Deputy Head for the post of Deputy Headteacher of this 9 - 13 middle school with 270 pupils and a staff of 12 teachers. The successful applicant will be committed to the continuing development within the school and to the maintenance of high standards in the classroom.
An interest in music and PE would be an advantage.
Previous applicants will be automatically considered.
Assistance with removal expenses and rented housing may be available in approved cases.
Application forms and further details available from the Director of Education, Civic Offices, Saxon Gate East, Central Milton Keynes MK9 3BE, on receipt of a foolscap self-addressed envelope (334344) 120012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS AREA
NEW AND GREENHILL MIDDLE SCHOOL
Ash Road, New Ash Green, Dartford DA3 8HJ
Required for September 1985 or January 1986 second mainstream teacher to share second deputy leadership role. Scale 2 plus outer London fringe allowance.
For further details and application form apply to Miss K. Long on, Closing date 14th June 1985. (10543) 120012

Remedial and Special Needs Teaching Posts

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
WESTACRE MIDDLE SCHOOL
Ombersley Way, Droitwich
Required for September 1985 an experienced teacher to teach Science with Learning Difficulties in 9 - 13 age range.
Interest in teaching Humanities to older pupils would be an advantage.
Scale 1.
Application forms and further details available from Headteacher. (10574) 120012

Middle School Education

Headships

NORTHAMPTONSHIRE
EATON BROOK MIDDLE SCHOOL
Eaton Brook Road, Eaton Brook, Northampton NN4 5HX
Applications are invited from suitably experienced teachers for the HEADSHIP of this recreational 9 - 13 Middle School with 270 pupils which opened in purpose built premises in January 1984. The new school part badly serves a rapidly growing area in Eastern Northampton.
The appointment will be from 1st January 1986 or earlier if possible.
Further details and application forms are available from the Director of Education, Civic Offices (Ref. B13 Nene Centre), Bridge Street, Northampton NN1 2HX. (SAE please).
Closing date 16th June 1985. (10241) 120010

Deputy Headships Second Masters/ Mistresses

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Middle Department
DENBIGH COUNTY MIDDLE SCHOOL
Cardiff Road, Olney, Bucks MK46 5HU
DEPUTY HEADTEACHER
Group 3
Required from January 1986, an experienced and committed Deputy Head for the post of Deputy Headteacher of this 9 - 13 middle school with 270 pupils and a staff of 12 teachers. The successful applicant will be committed to the continuing development within the school and to the maintenance of high standards in the classroom.
An interest in music and PE would be an advantage.
Previous applicants will be automatically considered.
Assistance with removal expenses and rented housing may be available in approved cases.
Application forms and further details available from the Director of Education, Civic Offices, Saxon Gate East, Central Milton Keynes MK9 3BE, on receipt of a foolscap self-addressed envelope (334344) 120012

CUMBRIA
COUNTY COUNCIL
Education Department
Seven Mile Lane
Ulverston
Area Allied Mixed 4 - 11
N.G.R. 111 (Group 4)
Required in January 1986 a Deputy Head to share in the leadership and development of the curriculum.
Should hold the Certificate of Teachers Competence.
Application forms and further details available from the Assistant Chief Education Officer (Personnel), Portland Place, Penrith CA11 7QH by 14th June 1985 (s.a.e. please). (134404) 120012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEVENOAKS AREA
NEW AND GREENHILL MIDDLE SCHOOL
Ash Road, New Ash Green, Dartford DA3 8HJ
Required for September 1985 or January 1986 second mainstream teacher to share second deputy leadership role. Scale 2 plus outer London fringe allowance.
For further details and application form apply to Miss K. Long on, Closing date 14th June 1985. (10543) 120012

Remedial and Special Needs Teaching Posts

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
WESTACRE MIDDLE SCHOOL
Ombersley Way, Droitwich
Required for September 1985 an experienced teacher to teach Science with Learning Difficulties in 9 - 13 age range.
Interest in teaching Humanities to older pupils would be an advantage.
Scale 1.
Application forms and further details available from Headteacher. (10574) 120012

By Subject Classification

Craft, Design & Technology

Heads of Department

MERTON
LONDON BOROUGH OF MERTON
LINK ATION COMMITTEE
MALMESBURY MIDDLE SCHOOL
Malmesbury Road, Morden Surrey SM4 6HD
Tel: 01-648 3861
Head Teacher: Mrs B.C. Wharton
Age Range: 9 - 13 years
No. on Roll: 330
Required September, or January 1986 TEAM (2.1)
SCALE 2.
Closing date: As S.A.E. Application forms are available from the above address or by telephone. (04455)

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
DAUNTSEY MIDDLE SCHOOL
Orchard Street, Kempston
Tel: Bedford 852214
Headmistress: Mrs. M. Lloyd-Williams
9 - 13 Co-educational Middle School. Numbers on Roll: 580
Required for September 1985, an enthusiastic Specialist Teacher of French. Scale One.
The successful candidate will teach across the full age range.
Application forms and further details from the Headmistress. s.a.e. please.
Please apply immediately. (10304)

History

Scale 1 Posts

DERBYSHIRE
See Derbyshire Display advert post reference B 189/56 Page 51. (33441)

Home Economics

Scale 1 Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
LEDBURY HILL MIDDLE SCHOOL
Wood Piece Lane, Ledbury
Required from September 1985 Teacher of Home Economics
Full details and of application form obtainable from the Headteacher. Staff (10574) 120012

Mathematics

Scale 2 Posts and above

SURREY
EDUCATION COMMITTEE
LINGFIELD COUNTY MIDDLE SCHOOL
Scale 2 Teacher required to co-ordinate and develop mathematics teaching throughout the school. An interest in computer mathematics would be an advantage. Candidates should hold a mathematics qualification or have attained an equivalent standard. Applicants for Mathematics Teacher, Scale 1 also required.
Application forms and further details from the Headteacher (S.A.E. please) (10575) 123520

Modern Languages

Heads of Department

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
HADRIAN PARK MIDDLE SCHOOL
Addington Drive, Wallsend, Tyne and Wear NE28 9NT
Required for 1st September 1986 or earlier if possible a Scale 3 HEAD of LANGUAGE DEVELOPMENT/HEAD of YEAR.
State curriculum interests.
Application forms or further details from the Director of Education, Education Offices, Shiels Chase, North Shields NE29 0HW, and should be returned to the Headteacher as soon as possible.
It is the policy of the Council to provide equal opportunities. Applications will be given full consideration regardless of all suitably experienced and qualified applicants irrespective of disability, race, sex, marital status. (10438)

Middle School Education continued

Scale 2 Posts and above

ISLE OF WIGHT
WEST WIGHT MIDDLE SCHOOL
Queens Road, Freshwater, IW PO40 9DA
Age range 9 - 13
284 on roll
Teacher of FRENCH (Scale 2) to co-ordinate and develop the teaching of French throughout the school. Candidates should state other subjects offered.
Application, by letter to the Headteacher at the school as soon as possible, including full curriculum vitae and the names of two referees.
SCALE 2 (2.1) (Ref. 401).

Scale 1 Posts

BEDFORDSHIRE
NORTHERN AREA
DAUNTSEY MIDDLE SCHOOL
Orchard Street, Kempston
Tel: Bedford 852214
Headmistress: Mrs. M. Lloyd-Williams
9 - 13 Co-educational Middle School. Numbers on Roll: 580
Required for September 1985, an enthusiastic Specialist Teacher of French. Scale One.
The successful candidate will teach across the full age range.
Application forms and further details from the Headmistress. s.a.e. please.
Please apply immediately. (10304) 123622

Religious Education

Scale 1 Posts

DERBYSHIRE
See Derbyshire Display advert, post reference D97 189/56 Page 51. (33448) 124492

Rural Science

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Head Department
BROOKSWARD COUNTY MIDDLE SCHOOL
Tower Drive, Neath Hill, Milton Keynes MK14 6JZ
Required from January 1986, an experienced and successful class teacher with responsibilities will include the co-ordination and development of Environmental Studies throughout the school. The candidate appointed will join a hardworking team and be expected to undertake a senior management role. Scale 3.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Application forms are available from the Headteacher, Mrs. T. Collett, on receipt of a foolscap stamped addressed envelope. (04485) 124630

Scale 1 Posts

Other than by Subject Classification

Scale 2 Posts and above

HEREFORD AND WORCESTER
COUNTY COUNCIL
LODGE FARM MIDDLE SCHOOL
Studley Road, Redditch B98

Required from September 1985 a teacher offering a good range of interests in facts and active help with pupils' queries, to assist in Music, Science or Mathematics would be of particular value.

The possibility of a Scale 4 for a well qualified teacher.

Applications to the headmaster as soon as possible.

BROMSGROVE C.E. MIDDLE SCHOOL
Watt Close, Bromsgrove B61 7DH

Required for up to 1 year from September 1985 (secondment - replacement) teacher, Scale 2, to continue the development of Mathematics and to co-ordinate the use of Computers within the School. An ability to teach P.E. would be an advantage.

Forms and further details are available from the Headteacher on receipt of s.a.e. (04891) 125620

NORFOLK
HETHERSETT MIDDLE SCHOOL
22 Queens Road, Hethersett, Norwich NR9 3DB
SCALE 3 UPPER SCHOOL CO-ORDINATOR
Required for September 1985 to lead upper school team.
Application forms and further details from Education Office, Room 13, 28 St. Giles Street, Norwich NR3 1TQ. s.a.e. please. Completed forms returned to the Headteacher at the School. (10513) 125690

SUFFOLK
COUNTY COUNCIL
HARDWICK MIDDLE SCHOOL
Mayfield Road, Bury St Edmunds
(Mixed Comprehensive 9 - 13: 520 on Roll)
Required for September 1985 a Scale 2 Teacher to take responsibility for the RESOURCES Centre and to teach either specialist ART and/or C.D.T. or generally in the Newsom half of the school.
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned by 10th June 1985. (10070) 125620

Scale 1 Posts

DORSET
ST. JOSEPH'S R.C. COMBINED SCHOOL
Newlyn Way, Parkstone, Poole BH12 4EA
(Age range 5 - 12)
Required September 1985, Teacher for Middle School or Upper Primary age range (Scale 1). Roman Catholic essential.
Application forms from the Headmistress on receipt of s.a.e. (10503) 125622

HARROW
EDUCATION COMMITTEE
WEST LODGE MIDDLE SCHOOL
West End Lane, Pinner, Middlesex HA5 2AF
Tel: 01-866 9836
Required for 1 year for one term only, an experienced teacher to cover a split timetable, taking some basic class responsibilities, together with a part-timetable covering all age groups (9 - 13).
A teacher offering general subjects of the Middle School curriculum is sought, but an ability to play the piano and to teach Music would be specially helpful.
Application forms from and to be returned to the Headteacher by June 10th 1985. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10084) 125622

NORFOLK
HETHERSETT MIDDLE SCHOOL
22 Queens Road, Hethersett, Norwich NR9 3DB
SCALE 3 UPPER SCHOOL CO-ORDINATOR
Required for September 1985 to lead upper school team.
Application forms and further details from Education Office, Room 13, 28 St. Giles Street, Norwich NR3 1TQ. s.a.e. please. Completed forms returned to the Headteacher at the School. (10513) 125690

SUFFOLK
COUNTY COUNCIL
HARDWICK MIDDLE SCHOOL
Mayfield Road, Bury St Edmunds
(Mixed Comprehensive 9 - 13: 520 on Roll)
Required for September 1985 a Scale 2 Teacher to take responsibility for the RESOURCES Centre and to teach either specialist ART and/or C.D.T. or generally in the Newsom half of the school.
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned by 10th June 1985. (10070) 125620

Scale 1 Posts

DORSET
ST. JOSEPH'S R.C. COMBINED SCHOOL
Newlyn Way, Parkstone, Poole BH12 4EA
(Age range 5 - 12)
Required September 1985, Teacher for Middle School or Upper Primary age range (Scale 1). Roman Catholic essential.
Application forms from the Headmistress on receipt of s.a.e. (10503) 125622

HARROW
EDUCATION COMMITTEE
WEST LODGE MIDDLE SCHOOL
West End Lane, Pinner, Middlesex HA5 2AF
Tel: 01-866 9836
Required for 1 year for one term only, an experienced teacher to cover a split timetable, taking some basic class responsibilities, together with a part-timetable covering all age groups (9 - 13).
A teacher offering general subjects of the Middle School curriculum is sought, but an ability to play the piano and to teach Music would be specially helpful.
Application forms from and to be returned to the Headteacher by June 10th 1985. Please enclose stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10084) 125622

HARROW
EDUCATION COMMITTEE
WEST LODGE MIDDLE SCHOOL
West End Lane, Pinner, Middlesex HA5 2AF
Tel: 01-866 9836
Required for 1 year for one term only, an experienced teacher to cover a split timetable, taking some basic class responsibilities, together with a part-tim

Headteacher

THOMAS BENNETT COMMUNITY SCHOOL, Ashdown Drive, Tilgate, Crawley, Sussex

Required for January, 1986 a HEADTEACHER for this Group 12 school for children 12-18 years. Current roll 1300.

Details and application from Education Officer, Goffs Park House, Horsham Road, Crawley, West Sussex, RH11 8PB. S.A.E. please.

Closing date 20th June, 1985.

(18120)

west sussex

Somerset County Council

SOMERSET
Preston School, Yeovil.

(11-16 Mixed Comprehensive, Nor 1077) Head for this Group 10 Mixed Comprehensive School, 1077 on Roll.

Appointment to commence January 1986. Salary Group 10.

Closing date 10 June 1985.

Further details and application forms (SAE) from the Staffing (T) Section, Education Department, County Hall, *Taunton, TA1 4DY.*

(18127)

MEDWAY DIVISION

Fort Pitt Grammar School for Girls Fort Pitt, Chatham, Kent ME4 6TJ Group 10. No in 6th Form – 150

Deputy Head Teacher

required for September 85 or January 86 following the retirement of the present holder. The successful candidate should be a good honours graduate. The person appointed will be a committed teacher with both academic and pastoral experience who will be able to make a significant contribution to the development of the school. Further details about the post may be obtained from the Headmistress.

Applications to the Headmistress in writing with full C.V. and names and addresses of two referees (S.A.E. please)

(18136)

KENT COUNTY COUNCIL

SECONDARY EDUCATION
continued

HARINGEY
Progress with Humanity

HORNSEY SCHOOL FOR GIRLS, Inderwick Road, London N8 9JF
Tel: 01-348 6191
11 - 18 Girls' Comprehensive School
Required for September 1985: **ASSISTANT / REMEDIAL TEACHER, SCALE 3**
A well qualified REMEDIAL TEACHER (scale 3) to join the Learning Support Team. The post involves working with small groups of pupils working learning difficulties in support and withdrawal situations.
The successful applicant will be expected to have knowledge of, and experience in, the field of diagnostic assessment and curriculum design.
London Allowance £1,038 100% Removal Expenses – allowed in approved cases.
Application forms (and further details) (s.a.e.) may be obtained from the Headteacher, to whom they should be returned by Wednesday, 12 June 1985.
Haringey is an equal opportunity employer.
(04157) 131020

ISLE OF WIGHT
REMEDIAL ADVISORY TEAM
Education Service
Isle of Wight County Council
Required for January 1986 (or earlier if possible) a REMEDIAL TEACHER (Scale 3) with wide experience of teaching children with learning difficulties to join County Remedial Team. Experience in the field of in-service training for special education desirable, the education of children with specific learning difficulties and an advanced qualification in remedial work and/or educational needs will be an advantage.
Application forms and further details (SAE please) available from County Education Office, County Hall, Newport, Isle of Wight PO30 1UD, to whom completed forms should be returned by 21 June. (10512) 131020

HERBERT SHINER SCHOOL, South Grove, Petworth, GU28 0EE
(Group 5, Intermediate School, 10-13 years)

Deputy Headteacher (Group 5)

required January 1986. Applicants for this post are invited from well qualified, experienced and committed middle school teachers with enthusiasm and ideas to contribute to the curricular development, administration and ethos of the school.

Form and details from Headmaster, s.a.e. please.

(18118)

west sussex

WEST GLAMORGAN County Council

SECOND MASTER/MISTRESS

Applications are invited from suitably qualified and experienced persons for the following post to commence in September, 1985, or as soon as possible thereafter.

YSGOL GYFUN YSTALYFERA, Heol Glanyrafon, Ystalyfera. (MIXED) (1004 on roll) (Age range 11-18)

A SECOND MASTER/MISTRESS

is required for this GROUP 11 school. Applicants must be able to teach through the medium of Welsh (Deputy Headteacher Scale).
(Post ref: 2.32.85).

Application forms and further details are available upon receipt of a large stamped addressed envelope, from the Director of Education, Personnel Section, West Glamorgan County, County Hall, Swansea, SA1 3SN.

The CLOSING DATE for the receipt of completed applications is THURSDAY, 13TH JUNE, 1985.

John Beake
Director of Education
(18108)

Scale 1 Posts

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunities Employer
MANOR LANE SCHOOL
Aylesbury Street West, Bolverton, Milton Keynes MK12 5HF
Required from September 1986, a Initiate teacher of Remedial English to join a successful and supportive department teaching throughout the ability range.
Further details and forms of application to be returned within 2 weeks of this advertisement - from the Headteacher Tel: (0536) 513563 (24hrs) (04486) 131022

WILTSHIRE
COUNTY COUNCIL
CLARENDON SCHOOL
Penning Road, Ludgershall, Wiltshire SP11 9RH
11 - 18, mixed comprehensive, 1385 pupils
Required for September 1985 - Scale 1 (CSE)
Suitably qualified and experienced teacher to join the Faculty of Individual Learning. This team caters for children with Special Needs within this large comprehensive school. The appointee would be based in the School's Special Unit for children with moderate learning difficulties, and a Special Schools Allowance is payable.
Application form and further details obtainable on receipt of s.a.e. Closing date fourteen days from the appearance of this advt.
(Ref. 10317) 131022

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
JACK HUNT SCHOOL
Eastfield Road, Peterborough PE3 6PN
Tel: Peterborough 263826
Head Teacher: Mr. M.G. Taylor, B.A., J.P. GROUP 11
Required for September 1985:- Teacher of Needs (Scale 1).
A suitably qualified teacher to join a department which is expanding its role within the meaning of the 1981 Education Act.
Possible housing assistance.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first please).
Closing date 11th June, 1985.
(04138) 131052

DERBYSHIRE

See Derbyshire Display advert post reference AB/84/19 and AE/133/87 Page 51. (10370) 131022

ESSEX
HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope
(Roll 1,114)
Tel: (03756) 71566
REMEDIAL Scale 1 (Under 21 if appointed)
Autumn Term 1985. Excellent opportunities for suitably qualified candidate.
Curriculum vitae and names of referees to the Headteacher (telephone enquiries please). (10350) 131024

HEREFORD AND WORCESTER
COUNTY COUNCIL
ST. MARY'S R.C. HIGH SCHOOL
Lugwardine, Hereford HR1 4DR
(11 - 16 Mixed Comprehensive, 600 on roll)
Required September.
Assistant Teacher to establish S.L.U.
Pupils, Scale 1 plus S.S.A.
Successful candidate must be prepared to sign the Catholic Education Council contract.
Application forms and further details available from Headteacher (s.a.e. please). (04893) 131022

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HUDDEN CLOUGH HIGH SCHOOL
Windmill Lane, Batley, West Yorks WF17 0JD
Tel 959
Required for September 1985 a temporary teacher for one term to teach in the Remedial Department of this 11 - 16 Girls Comprehensive School.
Application forms and further particulars of the post are available from the Headmaster at the school to whom completed application forms should be returned as soon as possible.
An equal opportunity employer. (04162) 131022

SURREY
EDUCATION COMMITTEE
COLLINGWOOD SCHOOL
Kingston Road, Camberley, Surrey GU15 4AE
(NOR 1764 including 264 in Sixth Form).
Teacher required with particular skills in helping slow learners. Some other teaching of candidate's choice may be available.
Further details and application forms from the Headmaster, Mr. R.C. Hallsworth-Dickerson. Tel: Camberley 6408. (10206) 131022

Scale 1 Posts

AVON COUNTY
BACKWELL SCHOOL
Station Road, Backwell, Bristol BS19 3PH
Required for 1st September 1985, English teacher (Scale 1) to join a department of six and including Art History level Boats as "A" level.
The Art Department works as a (part)-full team in pursuing-original assignments.
Letters of application to the Headteacher immediately with full C.V. and names of two referees, enclosed. An equal opportunities employer. (10409) 131222

BEDFORDSHIRE
NORTHERN AREA
STRATTON UPPER SCHOOL
Eagle Farm Road, Biggleswade
Tel: Biggleswade 312745
13 - 18 Co-ed Educational Comprehensive Upper School.
Numbers on Roll: 990
Required for September 1985, a Teacher of Ceramics, Scale One, to teach up to A-Level. The successful candidate should offer a second Art subject.
Application forms and further details from the Headmaster (s.a.e. please).
(10305) 131222

BERKSHIRE
FOREST COMPREHENSIVE SCHOOL
Robin Lane, Wokingham
Wokingham (0734) 784 LANE
1,050
Required September 1985, Scale 1 teacher of 3 dimension, art and craft to work in both art room and workshop environment.
Please write direct to Headteacher or telephone the school on Wokingham 781626. Closing date: 10th June.
An Equal Opportunity Employer. (10090) 131222

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CAMBRIDGE AREA
COMBERTON VILLAGE COLLEGE
Required from September 1985 Teacher of ART (Scale 1) in this school within a village college. Further details from Warden, Comberton, Cambridge CB3 7DU (s.a.e.). (10160) 131222

CAMBRIDGESHIRE
Equal Opportunities Employers
STANGROUND SCHOOL
Peterborough Road, Stanground, Peterborough PE2 8HN
Tel: Peterborough (0733) 74216
11 - 18 Co-educational Comprehensive School
Numbers on roll 1250 (including 120 in Sixth Form)
Required for September 1985 a teacher of Art to be in charge of the Department. This is the first instance of this post being offered on a part time basis. Applications will be considered from both full time and part time candidates. Feltham School is a new community school in which the specialist facilities, some of which are already in use, will be completed in 1985. The appointee will be expected to specialise in the Art room and resource area. The person appointed will be expected to teach across the full age range and will also be required to offer a variety of skills to show a willingness to participate in Community Education teaching.
Every member of staff is attached to a Year and is expected to contribute to the life and work of that Year.
Letters of application to the Headteacher, enclosing full details of qualifications and experience, and names and addresses of two referees, should be sent within seven days, giving details of qualifications, experience and the names and addresses of two referees.
LONDON ALLOWANCE £678
WE ARE AN EQUAL OPPORTUNITY EMPLOYER
(04140) 131222

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WESTBOROUGH HIGH SCHOOL
Nicklehill Street, Dewsbury, West Yorks WF13 3QU
Required from September 1985 for one year only a temporary SCALE 1 teacher of Art to cover maternity leave in this 11-16 mixed comprehensive school. The post is temporary but could lead to permanent employment for a suitable member of staff.
Application forms and further particulars (s.a.e.) from Head of Upper School to whom completed forms should be returned as soon as possible.
An equal opportunity employer. (10207) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester LE5 0TD
(11 - 16 Secondary)
DESIGN - HOME ECONOMICS
Please see Secondary Scale 1 Home Economics display. (10330) 131222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE CITY OF LEICESTER/ SPENCEFIELD SCHOOL
Downing Drive, Leicester LE5 6LN
(11 - 18 Secondary)
Roll 1518
FABRIC/FASHION SCALE 1
Required August a teacher of Fabric and Fashion up to "A" level.
Please contact the Headteacher for further details and application forms (s.a.e.). (10343) 131222

OXFORDSHIRE
COUNTY COUNCIL
BURFORD SCHOOL AND COMMUNITY COLLEGE
Cheltenham Road, Burford OX8 4PL
Required for September, 1985 for this rural comprehensive school (roll 1150). Boys and girls including 200 in Sixth Form) a teacher of Art to share the work throughout the age and ability range with a specialism in pottery. Excellent facilities in all visiting Art Consultants. Applications welcomed from those prepared to assist with supervisory duties in the Boarding House, for which an additional payment is made.
Applications in writing to the Headteacher, naming two referees and enclosing curriculum vitae. SAE please.
(03454) 131222

SHROPSHIRE
EDUCATION COMMITTEE
PHOENIX SCHOOL
Manor Park, Dawley, Telford
Required for September 1985 - temporary for one year, Scale 1 teacher of Art, Printing and Graphics specialist required.
Application form and details from the Head (SAE). (04072) 131222

WEST SUSSEX
TEACHER OF ART
HAZELWICK SCHOOL
Crawley
Required for September a Teacher of Art (scale 1) in this well established 13 - 18 Comprehensive School. Teaching across the whole age ability range for a suitable candidate. Interest in Ceramics an advantage.
Details from the Headteacher, Mill Lane, Three Bridges, Crawley on receipt of foolscap S.A.E.
Closing date 14 days after appearance of this advertisement. (04484) 131222

WILTSHIRE
THE JOHN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
1500 pupils (11 - 18 mixed comprehensive) (160 in Sixth Form)
Headmaster: K.D. Berry, M.A. F.R.S.A.
TEACHER OF GRAPHIC DESIGN AND GRAPHIC COMMUNICATION, WITH (Scale 1)
Required for September, 1985, a Teacher of Graphic Design and Graphic Communication with (S.T.F. Scale 1. It is hoped that the successful candidate will help to further the links between the Art and the Craft Departments, both of which operate within the Design Faculty.
Please request application forms and further details from the Headmaster as soon as possible and send a LARGE, stamped and addressed envelope.
(04146) 131222

Careers

Scale 2 Posts and above

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH SCHOOL
TEACHER to be i/c CAREERS (Scale 3). This post demands an energetic and committed person able to organise, administrate and council in addition to leading a small team. He/she will be required to work closely with other staff guidance matters, to lead Upper School tutorials, to teach, to provide sources of Careers information, to organise Work Experience arrangements, to be responsible for pupils' references where necessary, to liaise with Brent Careers Service and generally other associated tasks. He/she will also co-ordinate work associated with S.C.I.P. Future curriculum development may well involve a timetable Personal & Social Development course for the Upper School which will involve integration with existing Careers lessons. It would be particularly desirable for the Careers teacher to be highly involved in the planning for this innovation.
London Allowance of £1,038 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 14 days. (04465) 131420

Classics

Scale 1 Posts

DORSET
CASTLEFIELD SCHOOL
Queens Avenue, Dorchester DT1 2HY
(Girls 13 - 18 Comprehensive: 700 pupils)
Required September, Teacher (Scale 1) to teach Latin up to 'A' level and classical studies in year 3.
Further details and application forms from the Headmistress (SAE please) to whom they should be returned. Closing date 13 June.
(04458) 131622

LINCOLNSHIRE
SPALDING GRAMMAR SCHOOL (Aided)
NOR 570
Required for September, Graduate for Latin and Student Languages, Scale 2. Interest in computers/ Games an advantage.
Apply by letter, giving details and names of two referees to the Headmaster at the school, Spalding, Lincs. PE11 2XH.
(10066) 131622

LONDON E7
ST ANGELA'S URSULINE CONVENT
Forest Gate, London E7
GIRLS COMPREHENSIVE SCHOOL 800 on Roll
Required September teacher of Classical Studies and Latin. Scale 1 temporary for 1 year.
Please apply in writing to Headmistress giving names and addresses of two referees and, enclosing s.a.e. (11857) 131622

Commercial Subjects

Scale 1 Posts

NORTH YORKSHIRE
COUNTY COUNCIL
SOUTH CRAVEN SCHOOL
Holme Lane, Crosshills, Keighley BD20 7AL
Required for September 1985, a part-time qualified teacher of TYPING with Commercial Subjects.
Please apply to the Headmaster at the school (s.a.e. please) as soon as possible. (10248) 131222

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A stamped addressed envelope (A4 size) should be enclosed with all requests for application forms.

HEADTEACHERS PRIMARY

Burlescombe C of E (Controlled) Primary School, Burlescombe, Tiverton, EX16 7JH. Roll 63
Head Teacher Group 2 – £9990 - £11073 – Readvertisement
Required January 1986. Previous applicants who wish to be re-considered should notify the Authority in writing. Application forms and further details (s.a.e. required) from Area Education Officer, Morwenstow, 7 Barnfield Crescent, Exeter. Closing date 14 June 1986.

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SCALE POSTS SECONDARY

Axminster County Secondary School, Chard Street, Axminster. Roll 710
Scale 3 – Mathematics
Required January 1986 or earlier if possible a suitably qualified and experienced teacher as Head of the Mathematics Faculty, to teach the subject to O Level throughout the school and to administer and lead the faculty. Closing date 14 June 1986.100
Pilton School and Community College (11-16 Comprehensive, Chaddiford Lane, Barnstaple, EX31 1RB. Roll 1400
(i) Scale 1 – English
Required September 1985 or January 1986 a teacher for English across the age and ability range. Closing date 14 June 1985.
(ii) Scale 1 – Geography
Required September 1985 or January 1986 for both geography and mathematics throughout the age and ability range. Closing date 14 June 1985.
Ashburton Comprehensive School, Balland Lane, Ashburton, TQ13 7EW. Roll 909
Scale 1 – French/ German
Required for September 1985 an enthusiastic and well-qualified person to teach French, with the ability to offer German as well. There is a strong and well-equipped modern languages department. Closing date 14 June 1985.
Brixham Community College, Higher Ranscombe Road, Brixham, TQ5 9HF.
Scale 1 – Mathematics
Required for September 1985, to teach across the age and ability range to CSE and O Level. A knowledge of the Kent Maths Project an advantage. Closing date 14 June 1985.
Clyst Vale (11-18 Comprehensive Community College, Station Road, Broadclyst, Exeter, EX5 3AJ. Roll 839
Scale 1 – History
Required September 1985 a well qualified teacher of History. Applicants should be able to offer social and economic history in Years 4-5 and Modern World History to A Level. Further details are available but applications may be made direct to the college. Closing date 14 June 1985.
Exeter St Thomas (12-16 Years Comprehensive) High School, Hatherleigh Road, Exeter, EX2 9JU. Roll 1246
(i) Scale 1 or 2 – Mathematics – Two Posts
Required September 1985. The successful candidates will be expected to teach Mathematics and related subjects throughout the school. Applicants should state any other subject offered. The school is participating in the MSC funded Technical and Vocational Education Initiative and in the South West Student Assessment Profile Project. Closing date 14 June 1985.
(ii) Scale 1 – English and Communications
Required September 1985. The successful candidate will be expected to contribute to English and Communications activities throughout the school. The school is participating in the MSC financed Technical and Vocational Initiative and in the South West Assessment Profile Project. Closing date 14 June 1985.
Exmouth (11-18 Comprehensive) Community College, Gipsy Lane, Exmouth, EX8 3AF. Roll 2350
(i) Scale 1 – Art
Required September 1985 a specialist teacher of Art for three dimensional studies to 16+ and also able to contribute to general two dimensional work of Department through Years 1-5. Good facilities. Closing date 14 June 1985.
(ii) Scale 1 – Physical Education (Girls)
Required September 1985 a well qualified specialist teacher to play a full part in the work of the PE Department. Should have interest in and ability to teach racket sports and netball, as well as general games and movement. This post would suit a recently qualified candidate. Closing date 10 June 1985.
Sidmouth (11-18 Comprehensive & Community) College, Primley Road, Sidmouth, EX10 9LG. Roll 876
Scale 1 – Girls PE and Games
Required September 1985. The successful candidate will be expected to play a full part in the PE activities of the College. In particular strengths are required in Netball and Dance and ability to contribute to hockey, gymnastics, swimming, tennis and athletics. The college has a Sports Hall on the site in addition to gymnasium and playing fields. Closing date 14 June 1985.
Tiverton Heathcoat (9-13 Years) Middle School, King Street, Tiverton, Devon. Roll 226
Scale 1
Required September 1985 for General Subjects with 10-11 year olds, Girls PE and Maths. A teacher is required with commitment to the ideals of Middle School education, adaptability and energy. Closing date 14 June 1985.

Devonport High School for Girls, Lyndhurst Road, Peverell, Plymouth, PL2 3DL.
Scale 1 – PE
Required September 1985 to share all the PE work throughout the age range with the Head of Department. Applicants should indicate their interests/second subject. Closing date 12 June 1985.
Eggbuckland School, Westcott Close, Plymouth, PL6 5YB. Roll 1370
(i) Scale 1 – Mathematics
Required September 1985 an enthusiastic and adaptable teacher to teach throughout the age and ability range with particular emphasis on the Mode III course. Involvement with 6th form courses is possible. The SMP 11-16 scheme is being introduced into the school. Closing date 12 June 1985.
(ii) Scale 1 – Biology
Required September 1985. The successful applicant will contribute to a lower school integrated science programme and biology to at least O Level GCE. An ability to teach biology to A Level would be an advantage. Closing date 12 June 1985.

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SCALE POSTS PRIMARY

Forches Cross Primary School, Barnstaple, EX32 8EF. Roll 279
Scale 2 – Art
Required September 1985 or January 1986 a teacher for middle/top infants to take responsibility for visual arts throughout the school. Closing date 14 June 1985.
Sticklepath Primary School, Woodville Estate, Barnstaple, EX31 2HH. Roll 350
Scale 1
Required September 1985 or January 1986 a teacher of infants. Music desirable but not essential. Closing date 14 June 1985.
Exeter Heavitree C of E (Aided 8-12 years) Middle School, South Lawn Terrace, Exeter, EX1 2SN. Roll 296
Scale 1 – General Subjects
Required September 1985. Communicant member of the Church of England preferred but not essential. Closing date 14 June 1985.
Exeter St Nicholas R C (Aided 5-12 years) Combined School, Matford Lane, Exeter. Roll 390
Scale 1 – General Subjects
Required September 1985 a general teacher to teach in the First School. The post is suitable for a man or a woman. The Governors request that the person appointed should be *practising Roman Catholic. Closing date 14 June 1985.*
Exmouth Withycombe Raleigh C of E Primary School, Withycombe Raleigh, Exmouth, EX8 2AW. Roll 340
(i) Scale 2 – Music
Required September 1985 or as soon as possible thereafter, an experienced junior class teacher conversant with the whole curriculum range. The successful candidate will be responsible for the development of music throughout the school, which is gaining a strong tradition in this field. Keyboard skills and knowledge of orchestral instruments would be an advantage. Closing date 14 June 1985.
(ii) Scale 2 – Language Co-Ordinator
Required September 1985 or as soon as possible thereafter, an enthusiastic and committed primary school teacher to take responsibility for the development of language throughout the school with an across the curriculum approach. Closing date 14 June 1985.
Hawkchurch C of E (Controlled) Primary School, Hawkchurch, Axminster, EX13 5XD. Roll 24
Scale 1 – Infants
Required September 1985. Experience in infant and junior teaching desirable. Closing date 14 June 1985.
Honiton Littletown County Primary School, Honiton, Devon. Roll 165
Scale 1 – Middle Infants
Required September 1985 a teacher who is prepared to participate fully in the life of the school. The successful applicant will be expected to take responsibility for an area of the curriculum. Please state interests. Closing date 14 June 1985.

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SCALE POSTS SPECIAL

Mill Ford School, Rochford Crescent, Ernesettle, Plymouth, PL5 2PY. Roll 101
Scale 1 – Special Care
Required September 1985. Mill Ford is a Group 8 S school for children with severe learning difficulties. A number of whom have additional physical handicaps, incontinence, epilepsy and gross developmental retardation. A teacher is required to work with such children in a special care class. Duties would include maintaining close family contacts, directing welfare staff and liaising with other professionals. Candidates should have undertaken specific training in the education of mentally handicapped children or have equivalent experience particularly in relation to the needs of special care. Closing date 14 June 1985.

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(18062)

DEVON

COMMERCIAL SUBJECTS
continued

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
BRECON HIGH SCHOOL
Penlan, Brecon
Required for 1st September, 1985 a qualified teacher to teach Secretarial and Commercial skills, including keyboard skills, to a wide range of ability. The person appointed will be expected to continue and develop courses which were taught under the RVEI scheme in September 1984. Some teaching time will probably be spent in the adjacent College of Further Education. Ref: 5851.
Application forms and further details can be obtained from the Headmaster at the school to whom completed forms should be returned within 14 days of the appearance of this advertisement. (04457) 131823

SURREY
EDUCATION COMMITTEE
ST ANDREW'S RC SECONDARY SCHOOL
(13 - 18 Mixed Comprehensive. Number on Roll 590 inc. 1st Year Form)
Scale 1 Teacher of Commercial Studies required from September 1985 to join a developing and well-resourced department. Applications also invited from part-time teachers. Ability to assist up to "A" level an advantage. Previous applicants need not apply.
Application forms and further details from the Headteacher. Tel: Addlestone 77881). (04880) 131822

DURHAM
COUNTY COUNCIL
PETERLEE DENE HOUSE COMPREHENSIVE SCHOOL
11 - 16 Years
HEAD OF COMPUTER STUDIES DEPARTMENT - Salary Scale 2
Experienced teacher required for January 1986 or earlier if possible, to organise the development and to teach up to G.C.E. 'O' level. Some Mathematics teaching also involved.
Short-listed addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th June 1985. (04147) 132018

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. JOHN FISHER SCHOOL
Grammar Street, Chatham.
Girls
11 - 18 RC Comprehensive School
990 on roll - 120 Sixth Form
HEAD OF COMPUTER STUDIES, Scale 3
Required for January 1986 to take charge of well equipped Department with established 'O' and 'A' level courses.
Two purpose built laboratories with 24 BBC, RML 380Z and 380Z machines, including a 10 station Level 3 Econet served by Torch Drive and RX Epson printer. Stand Alone 380Z and 480 Z's with 256K Silicon Disk connected to a single shared disk.
The School is still expanding and continues to be oversubscribed. Apply by letter with C.V. and SAE to the Headmaster. Please name two referees. (10533) 132018

REQUIRED FOR AUTUMN TERM 1985

INCE IN MAKERFIELD ROSE BRIDGE HIGH SCHOOL
Hall Street, Ince, Wigan WN1 3HD.
Tel. Wigan 44181.
(11-16 mixed comprehensive).
SCALE 1 RELIGIOUS EDUCATION

LEIGH ST. MARY'S RC HIGH SCHOOL
Manchester Road, Astley, Tyldesley.
(11-18 mixed comprehensive).
SALE 1 MATHS
Temporary teacher for Physics for one term.
Must have ability to teach to 'O' level.

LEIGH CE HIGH SCHOOL
Leigh Road, Leigh WN7 1UB.
Tel. Leigh 672140.
(11-16 mixed comprehensive)
SCALE 1 MATHS/COMPUTER STUDIES

MESNES HIGH SCHOOL
Parson's Walk, Wigan WN1 1RT.
Tel. Wigan 41856.
(13-18 mixed comprehensive)
Temporary 1 year appointment.
SCALE 1 HOME ECONOMICS

ORRELL ST. PETERS RC HIGH SCHOOL
Howard's Lane, Orrell Post, Wigan WN5 8NU.
Tel. Wigan 214743.
(11-16 mixed comprehensive).
Temporary 1 year appointment
SCALE 1 GIRLS PE

SHEVINGTON HIGH SCHOOL
Shevington Lane, Shevington, Wigan WN6 8AS.
Tel. Standish 423030.
(11-16 mixed comprehensive)
Temporary 1 year appointment
SCALE 1 GEOGRAPHY

COLLEGES
WINSTANLEY COLLEGE
Winstanley Road, Orrell, Wigan WN5 7XF.
Tel. Upholland 633244.
(16-19).
SCALE 1 BIOLOGY
Ability to teach to 'A' level essential

Application forms and further particulars available from and returnable to the Head of the School (s.a.e. please). Apply as soon as possible. Ref. A22. (18068)

WIGAN Metropolitan Borough

Lancashire County Council

An Equal Opportunities employer

Unless otherwise stated the following are required for 1st September, 1985, and the closing date is 13th June, 1985.

Secondary Schools

Forms/further details from/to the Headteacher at the School. SAE please.

PRESTON ST. THOMAS MORE R.C. HIGH (AIDED)
St. Vincent's Road, Fulwood. (833 on Roll)
SCALE 1 — SCIENCE

SKELMERSDALE ST. RICHARD'S R.C. HIGH (AIDED)
Tanhouse Road, Skelmersdale (480 on Roll, mixed)
SCALE 1 — TEACHER OF MUSIC

BURNLEY ST. HILDA'S R.C. GIRLS HIGH (SPECIAL AGREEMENT)
Coal Clough Lane, Burnley. (688 on Roll, 11-16)
19th August, 1985
SCALE 1 — HOME ECONOMICS, ABILITY TO TEACH R.E. AN ADVANTAGE

HASLINGDEN HIGH
Broadway, Haslingden, Rossendale. (1300 on Roll)
SCALE 1 — HOME ECONOMICS/NEEDLEWORK TO C.S.E. AND 'O' LEVEL

RAWTENSTALL ALDER GRANGE COUNTY SECONDARY
Hollin Lane, Rawtenstall, Rossendale (393 on Roll)
2 POSTS
(1) SCALE 1 — MATHEMATICS
(2) SCALE 1 — ENGLISH

(18119)

BARNET
LONDON BOROUGH
MILL HILL COUNTY HIGH SCHOOL
Worcester Crescent, Mill Hill, London NW7 4LL
Tel: 01-959 0017
(Formerly Moat Mount and Orange Hill)
Formed from merger of Moat Mount, Orange Hill Senior and Junior High Schools in 1984
Roll 1500. Sixth Form 350
Required September, 1985, well qualified teacher of TYPEWRITING (Scale 1), to teach new RSA Diploma in B.Tech., Course. Ability to teach BUSINESS STUDIES to at least O-level an advantage.
In approved cases assistance may be given towards the payment of removal expenses and resettlement allowances.
Apply in writing giving full details of qualifications and experience and names of two referees to Mr. G. Fradley, the Secretary to the Governors, Hall, Tavern Barnet, N11 3DL. (10288) 131822

SUTTON
LONDON BOROUGH OF SUTTON
GLENTHORNE HIGH SCHOOL FOR GIRLS
Sutton
BUSINESS STUDIES - Scale 1
See under Secretary, Business Studies, Scale 1*. (10184) 131822

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
GLENTHORNE HIGH SCHOOL FOR GIRLS
Cotelands, Sutton Common Road, Sutton, Surrey SM3 9PS
Tel: 01-644 6307
(5 form entry. 11 - 18, approx 850 on roll)
BUSINESS STUDIES - SCALE 1
Required for September 1985 or January 1986 a suitably qualified and enthusiastic teacher of Business Studies subjects to join a busy and thriving department. Candidates must be able to teach in the following areas: Pitman and RSA Typing to Stage 3, Pitman 2000 Shorthand, Office Practice, Communication Skills and GCE 'O' level Commerce. The school is expanding in the future.
Scale 2 available for suitable candidate.
Apply by letter to the Headteacher outlining curriculum vitae and the names and addresses of two referees. (SAE please). (10187) 131822

Computer Studies
Heads of Department

BROMLEY
LONDON BOROUGH OF BROMLEY
TANGLEY PARK SCHOOL FOR BOYS
Hawkslands Road, Doncaster
Eden Park Road
Beckenham, Kent BR3 3BP
Required for September 1985, Head of Computer Studies, Scale 2, Outer London Area Allowance payable.
Computer Studies are taught throughout the first five years, and to examination level in years 4, 5 and 6. There is a fully-equipped computer laboratory.
Application forms and further details available from the Headteacher at the school (foolscap s.a.e. please), to whom completed forms should be returned by 13th June 1985. (10048) 132018

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
LONGLEY PARK SIXTH FORM CENTRE
Furnitas Avenue, Sheffield S17 3QN
Required for September 1985 experienced teacher as Head of Computer Studies. Please state how you would see the subject developing in the school. Scale 3.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June, 1985. (04089) 132016

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BEAVER HILL SCHOOL
Meadowcroft Grange Road, Sheffield S13 9NJ
Required for September 1985 or January 1986, an experienced teacher of Physics to take responsibility for Computer Studies in Years 4 and 5 and to co-ordinate the subject across the curriculum throughout the school. Scale 3.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04078) 132020

BARNSLEY
METROPOLITAN BOROUGH OF BARNSLEY
BROADWAY SCHOOL
Broadway, Barnsley S70 6HA
(11 - 16 Mixed Comprehensive - Non Roll 955)
Headteacher: Mr. D.J. Richards, B.Sc.
Required for September 1985, a lively and imaginative Teacher of Art, Design, Technology (Scale 1) to join an experienced team in a forward-looking department.

PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield S30 6BU
(11 - 18 Mixed Comprehensive - No on Roll 1440)
Headteacher: Mr. M.A. Bould, B.A.
Required for September 1985, A teacher for CRAFT, DESIGN AND TECHNOLOGY - (scale 1) within the Creative Studies Faculty. The School has four workshops together with a recently completed room with high technology within T.V.E.I.
Applications for the above post should be made by letter giving full curriculum vitae together with the names and addresses of two referees, to the respective Headteachers at the Schools within 2 weeks of the appearance of this advertisement. For further details of the Broadway post please enclose a s.a.e. (10026) 132122

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HANSON SCHOOL
(12 Form Entry 13 - 18 Comprehensive/Educational Communities - 1250 on roll, 140 in Sixth Form)
Required for September 1985 Scale 1 Permanent appointment in CDT Department.
An enthusiastic and well qualified teacher to work within a modern and forward thinking department. The ability to teach and develop graphics throughout the whole age range would be a distinct advantage. The department is housed within a new and well equipped purpose built CDT/Art block allowing for the development of integrated work within the whole Creative Studies Faculty.
Further particulars and application form (SAE) from the Headteacher, Heaton Road, Bradford BD9 4AU, to whom completed application forms should be returned by 10th June 1985.
Reference: ES 53585TTS.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (10255) 132122

Scale 1 Posts

BERKSHIRE
WINDSOR BOYS' SCHOOL
Maidenhead Road, Windsor, Berks. SL4 5EH
NOR 1353 - 18
Required for September, 1985 a COMPUTER STUDIES at this Boys Comprehensive School. Please state subject(s) of specialism.
Apply by letter to the Headmaster with full C.V. and names and addresses of two referees.
NO CLOSING DATE
An Equal Opportunity Employer. (10605) 132022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
HEDSDALE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985, a Computer Science Teacher. Applicants must be able, initially, to teach both 'O' and 'A' level work, and have any second subject offered, Scale 1.
Excellent facilities are available and the school has very good links with industry.
Assistance with removal expenses and rented accommodation may be available in approved cases and there is a wide range of housing to choose from in the area.
Apply by letter to the Headteacher, Mrs. A. Hall, giving full curriculum vitae and the names and addresses of two referees. (33427) 132023

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEMPORARY TEACHER
(Scale 1)
Required for 1st September 1985 to 31st August 1986 at St. Gregory's R.C. High School, Sandgate Road, Whitefield, Manchester M25 5WG for Computer Studies.
R.C. candidates will be given preference but applications are welcomed from all suitably qualified persons.
Application forms and further details obtainable from and returnable to the Head Teacher of the School by Friday, 14th June 1985. (04116) 132022

DERBYSHIRE
See Derbyshire Display advert post reference AE/1/5/2n June 51. (33443) 132022

DONCASTER
DANE HOUSE
Cantilever Road, Doncaster DN2 5ON
Tel: Doncaster 831385
Required for September 1985, a Teacher of Computer Studies/Information Technology/Mathematics Scale 1. Dane is a 11 - 18 comprehensive school with 1220 on roll and a Sixth Form 170.
Computer Studies teaching is expanding under the T.V.E.I. Scheme.
Further details and application forms are available from the Head at the school. (10218) 132022

DURHAM
COUNTY COUNCIL
PETERLEE DENE HOUSE COMPREHENSIVE SCHOOL
11 - 16 Years
COMPUTER STUDIES/ MATHEMATICS - Salary Scale 1
Teacher required for September 1985 to teach Computer Studies and some Mathematics to G.C.E. 'O' Level.
Stamped addressed envelope for application form and further details to Area Education Office, Seaside Lane, Easington, Peterlee, Co. Durham.
Closing date for receipt of applications 14th June, 1985. (04154) 132022

HEREFORD AND WORCESTER
COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal, Birmingham B45 0EI
Required for up to one year from September 1985 Teacher of Computer Studies, Scale 1, to teach subject to 'O' Level.
Applications by letter, with C.V. and giving names and addresses of two referees, to the Headteacher.
Also please see under Mathematics Scale 1 posts. (04884) 132022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
NEWARKE SCHOOL
Imperial Avenue, Leicester LE3 1AH
(11 - 16 Secondary).
MATHEMATICS/ COMPUTER STUDIES
Please see Secondary Scale 1 Mathematics. (33483) 132022

Craft, Design & Technology
Heads of Department

HERTFORDSHIRE
THE ASHLEY COOPER SCHOOL
St. Agnells Lane, Hemel Hempstead
(11 - 18 mixed all-ability. 1,080 on roll)
Required for September or as soon as possible HEAD OF DEPARTMENT Scale 3 or C.D.T.
The workshops will be amply equipped for up to date courses in C.D.T. and Technology and applicants should have suitable experience and background.
Letters, application with the names of two referees to the Headteacher. (10352) 132118

Scale 2 Posts and above

BARNET
LONDON BOROUGH
ST. JAMES' CATHOLIC HIGH SCHOOL
Grange Hill Road, Edgware, Middx. HA8 8AN
Tel: 01-958 4410 V.A. Mixed Comprehensive, Roll 1057.
Sixth Form 141
Required September, 1985, suitably qualified teacher of CRAFT, DESIGN AND TECHNOLOGY Scale 2 to join team of three working in well-equipped and progressive department. Department has established courses in Design and Technology and Electrical Communications and is at present developing Modular Technology course. Successful candidate will be expected to make strong contribution to development of Technology course operating in Lower School. Expertise in Control preferred.
Re-appointed cases assistance may be given towards the payment of removal expenses and resettlement allowances.
Apply in writing to Head Teacher with full C.V. and names of two referees, S.A.E. (10276) 132120

BEDFORDSHIRE
NORTHERN AREA
STAT FOR UPPER SCHOOL
Kempston Road, Bedford BK42 8NN
Tel: Bedford 348345
Headmaster: Mr. B. Lawman
5 - 18 Educational Comprehensive Upper School.
Numbers on Roll: 980
Required for January 1986, a Teacher to take charge of Technical Graphics to A-level and Craft, Design to O-level. Scale Two.
Application forms and further particulars from the Headmaster, Bernard Holland, Sutton Avenue, Bradford BD2 1JH to whom completed application forms should be returned by 10th June 1985.
Reference: ES 53585TTS.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (10255) 132122

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEACHER (Scale 1)
Required for 1st September 1985 at Coney Green Boys' School, Spring Lane, Radcliffe, Manchester M26 9BZ to assist in the development of Craft, Design and Technology.
Applicants will be expected to teach equally in both Craft, Design and Technology areas. The school participates in T.V.E.I. Scheme and has interest in modern computer developments. The ability to teach Art would be important, for the Art element of the 3-D work in Craft, Design and Technology.
Application forms and further details obtainable from and returnable to the Head Teacher at the School by Friday, 14th June 1985. (10046) 132122

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
HIGH CROSS HALL SCHOOL
Oxford Road, Halifax HX1 2RG
Teacher required from August 1985 to teach CRAFT, DESIGN AND TECHNOLOGY Scale 1/2. Applicants should have a degree in design or equivalent and be able to teach the subject at A level and Certificate of Sixth Form level.
Application forms and further details obtainable from and returnable to the Headteacher to whom completed forms should be returned by 14th June 1985. (10360) 132122

CROYDON
LONDON BOROUGH OF CROYDON
EDENHAM HIGH (M)
Orchard Way, Shirley, Croydon CR0 7NJ
Tel: 01-776 0220
Teaable: 1st September, 1985
Required for September 1985 a teacher of Craft, Design and Technology to join the school of 1200 pupils. The post is particularly suitable for a young teacher beginning a career. The School has the most up to date facilities, including CNC lathes and computers both in CDT and TVEI technologies.
SALARY - Burnham Scale 1. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33430) 132122

DERBYSHIRE
See Derbyshire Display advert post reference HW/6/5/2 June '51 (33473) 132122

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE BUCKPOOL SCHOOL
Burnt Tree Hall Road, Wordsley, Stourbridge, West Midlands DY8 5SP
(12 - 16 co-ed. comp. Group 10)
Required for September, 1985 a C.D.T. (Scale 1) to join an unexpected vacancy. Interest in METALWORK an advantage, but not essential.
Further details from Headmaster to whom letters of application with C.V. and names of two referees should be sent as soon as possible. (04053) 132118

EAST SUSSEX
SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11-18
Roll: 1,160
Required from September Teacher of Craft Design Technology, Scale 1.
Initial salary will be £6,507 inclusive of Inner London allowance.
Relocation grants may be available in approved cases.
Apply to Headmaster for application form giving details and two referees to Reception. (10436) 132122

CROYDON
LONDON BOROUGH OF CROYDON
EDENHAM HIGH (M)
Orchard Way, Shirley, Croydon CR0 7NJ
Tel: 01-776 0220
Teaable: 1st September, 1985
Required for September 1985 a teacher of Craft, Design and Technology to join the school of 1200 pupils. The post is particularly suitable for a young teacher beginning a career. The School has the most up to date facilities, including CNC lathes and computers both in CDT and TVEI technologies.
SALARY - Burnham Scale 1. With London Area Allowance.
Please send S.A.E. for application form from and returnable to the Head Teacher at the above address as soon as possible. (33430) 132122

ESSEX
COUNTY HIGH SCHOOL
Audley End Road, Saffron Walden
Tel: 0799 27989
(11 - 18 mixed comprehensive, sixth form 240)
TEACHER OF CRAFT, DESIGN & TECHNOLOGY - Scale 1
Required September 1985. A well qualified teacher. A commitment to designed control approach essential.
Letters of application and addresses of two referees to Acting Headteacher s.a.e. please.

THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 506272
(Roll 1,500. Group 12: 11 - 18 year mix)
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY Scale 1
Required for September, 1985 to join developing team with an interest in Technology and Metalwork approach.
Curriculum vitae and names of two referees to Headteacher (application form if required please). (10475) 132122

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
BROADWAY SCHOOL
Broadway, Barnsley S70 6HA
(11 - 16 Mixed Comprehensive - Non Roll 955)
Headteacher: Mr. D.J. Richards, B.Sc.
Required for September 1985, a lively and imaginative Teacher of Art, Design, Technology (Scale 1) to join an experienced team in a forward-looking department.

PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield S30 6BU
(11 - 18 Mixed Comprehensive - No on Roll 1440)
Headteacher: Mr. M.A. Bould, B.A.
Required for September 1985, A teacher for CRAFT, DESIGN AND TECHNOLOGY - (scale 1) within the Creative Studies Faculty. The School has four workshops together with a recently completed room with high technology within T.V.E.I.
Applications for the above post should be made by letter giving full curriculum vitae together with the names and addresses of two referees, to the respective Headteachers at the Schools within 2 weeks of the appearance of this advertisement. For further details of the Broadway post please enclose a s.a.e. (10026) 132122

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
HANSON SCHOOL
(12 Form Entry 13 - 18 Comprehensive/Educational Communities - 1250 on roll, 140 in Sixth Form)
Required for September 1985 Scale 1 Permanent appointment in CDT Department.
An enthusiastic and well qualified teacher to work within a modern and forward thinking department. The ability to teach and develop graphics throughout the whole age range would be a distinct advantage. The department is housed within a new and well equipped purpose built CDT/Art block allowing for the development of integrated work within the whole Creative Studies Faculty.
Further particulars and application form (SAE) from the Headteacher, Heaton Road, Bradford BD9 4AU, to whom completed application forms should be returned by 10th June 1985.
Reference: ES 53585TTS.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability, unless otherwise stated. (10255) 132122

Economics & Business Studies
Heads of Department

BARNET
LONDON BOROUGH
HENDON COUNTY SCHOOL
Golders Rise, Hendon, London NW4 2HP
Tel: 01-202 8004
Co-educational Comprehensive, Roll 1017. Sixth Form 132
Required September, 1985, HEAD OF BUSINESS STUDIES, Scale 3, with strong interest in developing academic aspects of curriculum as well as having an interest in pre-vocational courses.
In approved cases assistance may be given towards the payment of removal expenses and re-settlement allowances.
Apply in writing to Head Teacher with full C.V. and names of two referees. S.A.E. (10575) 132018

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD
Tel: Swindon (0793) 851213
A co-educational comprehensive school for 1500 pupils aged 11 - 18
Required for September, 1985 a Scale 1 teacher of Graphical Communication to work within the Crafts, Design and Technology Department.
Applications from candidates with imaginative ideas are welcome. S.A.E. please. (04708) 132122

SUSSEX
WEST SUSSEX
ST ANDREW'S C.E. HIGH SCHOOL FOR BOYS
Selsfield Road, Ifield, Worthing
12 - 16, 675 on roll
Required for September 1985 TECHNICAL GRAPHICS TEACHER required September to join CDT Department to teach Technical Graphics throughout the school. Interest in boys' games would be helpful but not essential.
Applications, together with names and addresses of two referees, to the Headmaster. (10154) 132122

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
CHRIS P'S SCHOOL
Queen's Road, Teddington, Surrey TW10 6HW
An 11 - 16 mixed comprehensive with particularly added school for Anglicans and Roman Catholics
CRAFT, DESIGN AND TECHNOLOGY - Scale 1 plus Outer London Allowance
Required for September, 1985, a teacher of Graphic Design and Graphic Communication, with C.D.T. scale 1. It is hoped that the successful candidate will help to further the links between the Art and the Craft Departments, both of which operate within the Design Faculty.
Please request application form and further details from the Headmaster as soon as possible and send a 9" x 12" stamped and addressed envelope. (04156) 132122

WILTSHIRE
BRADON FOREST SCHOOL
Redlynch, Salisbury, Swindon SN5 9BG
Head Teacher: Mr I.R. Perkins, B.A.
11 - 16 Mixed Comprehensive - Estimated N.O.R. 899 (September, 1985)
(16 - 19 Open Access Co-educational secondary College)
Required from September 1985, a qualified Scale 1 Craft, Design and Technology Teacher to develop technology courses throughout the school.
An ability to offer Science is necessary.
Letter of application, names of two referees and C.V. to the Headmaster as soon as possible. (10369) 132122

WILTSHIRE
THE ROBIN OF GAUNT SCHOOL
Wingfield Road, Trowbridge, Wiltshire
1300 pupils 11 - 18 mixed Comprehensive
(16 - 19 Sixth Form)
Headmaster, K.D. Berry, L.P., B.A., F.R.S.A.
TEACHER OF GRAPHIC DESIGN AND GRAPHIC COMMUNICATION, with C.D.T. Scale 1. It is hoped that the successful candidate will help to further the links between the Art and the Craft Departments, both of which operate within the Design Faculty.
Please request application form and further details from the Headmaster as soon as possible and send a 9" x 12" stamped and addressed envelope. (04156) 132122

WILTSHIRE
BRADON FOREST SCHOOL
Redlynch, Salisbury, Swindon SN5 9BG
Head Teacher: Mr I.R. Perkins, B.A.
11 - 16 Mixed Comprehensive - Estimated N.O.R. 899 (September, 1985)
(16 - 19 Open Access Co-educational secondary College)
Required from September 1985, a qualified Scale 1 Craft, Design and Technology Teacher to develop technology courses throughout the school.
An ability to offer Science is necessary.
Letter of application, names of two referees and C.V. to the Headmaster as soon as possible. (10369) 132122

SUSSEX
NORTHERN AREA
HASTINGSBURY UPPER SCHOOL
Hill Rise, Kempston
Tel: Bedford 852555
Headmaster: Mr. J.B. Oliver
13 - 18 Co-educational Comprehensive Upper School.
1,000 pupils on roll: 900
Required for September 1985, a Teacher of Business Studies for the Autumn Term only, a Scale 3 post may be available for a suitable applicant.
Wide range of courses and considerable involvement in CPVE in the Sixth Form.
Application forms and further details from the Headmaster, see please. (10255) 132018

Somerset County Council

APPLICATIONS ARE INVITED FROM QUALIFIED TEACHERS FOR THE FOLLOWING POSTS. UNLESS INDICATED OTHERWISE APPLICATION FORMS AND DETAILS (SAE FOOLSCAP) FROM THE HEAD AT THE SCHOOL.

SECONDARY
THE KINGS OF WESSEX V.C. UPPER SCHOOL, CHEDDAR (13-18 MIXED COMPREHENSIVE, NOR 900-170 IN SIXTH)
For September 1985, teacher of Physics temporary appointment for one year due to secondment. Scale 1 or possibly Scale 2 for a candidate who can offer electronics. To teach physics to CSE, "O" and "A" level and 13+ science. Apply by full letter to the head at the school enclosing SAE for further details of post and school.

MIDDLE
OAKFIELD MIDDLE SCHOOL, FROME. (9-13 MIXED, NOR 780)
For September 1985:—
1. Teacher of General Science Scale 1.
2. Teacher of Music Scale 1.
Applications by letter to the head at the school, with full curriculum vitae and names of two referees.
Closing date 10 June 1985.

PRIMARY HEADSHIP
ST. BENEDICT'S C.E.V.A. JUNIOR, GLASTONBURY.
For January 1986, Head for this Group 5 school. Vacancy due to retirement. Application forms and details (SAE) from the Staffing (T) Section, Education Department, County Hall, Taunton, TA1 4DY.
Closing date 20 June 1985.

PRIMARY
ASH C.E.V.C. PRIMARY, NEAR MARTOCK (NOR 72)
For September 1985, enthusiastic teacher Scale 1 for top Infants/ lower Juniors. Interest in language development.
Applications by letter to the head at the school with full curriculum vitae and names of two referees.
Closing date 10 June 1985.

STOKE ST. MICHAEL COUNTY PRIMARY, NEAR BATH. (NOR 83)
For September 1985, teacher Scale 1 for infant department. New school building in Mendip village. Applications from newly qualified teachers welcome. Please state special skills and interests. This is a temporary appointment for one year in the first instance.
Applications by letter to the Head at the school with curriculum vitae and names of two referees.
Closing date 10 June 1985.

HOLY TRINITY C.E.V.A. PRIMARY, YEOVIL (NOR 210)
For September 1985, lively, enthusiastic and committed teacher Scale 1 for reception infants. Nursery/infant training an advantage. Please state curriculum strengths and interests.
Applicants for this post are invited from communicant members of the Church of England.
Re-advertisement, previous applicants will be reconsidered.
Closing date 10 June 1985.

(18131)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JL
(14 - 18 Upper)
Roll 1250
DESIGN SCALE 1
Required August 1985, a teacher of Craft, Design and Technology. The teacher will be required to work across the range of CDT activities within large purpose-built design centre.
Please contact the Headteacher for further details and application form (SAE). (10330) 132122

NEWHAM
LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
(Inner London)
Number on roll: 1750
TEACHER OF GRAPHICAL COMMUNICATION Scale 1
Required September, 1985 as soon as possible, to take charge of Graphical Communications within the C.D.T. Department. Contribution to other aspects of C.D.T. also necessary. Well established Department, using Research and Development approach to C.D.T. approaches. Learning Area and well organised school on new 45 acre site.
Apply direct to the Head Teacher giving the names of two referees and a brief curriculum vitae.
LONDON ALLOWANCE £1038.
DIRECTOR OF EDUCATION, Education Offices, 379/ 381 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10163) 132122

NEWHAM
LONDON BOROUGH OF NEWHAM
ROKESLY SCHOOL
Pitchford Street, London E15 4RZ
Head Teacher: Mr A.J. McQuigan
Number on roll: 847 (boys)
CRAFT, DESIGN AND TECHNOLOGY Scale 1
Required: September 1985.
A teacher of Craft, Design and Technology is required and candidates should be able to offer main design areas from Design, Wood, Metal, Graphics, Communication, Electronics, Motor Engineering. The Craft, Design and Technology staff is supportive and welcoming and the School is sensitive to the in-service training needs of its new teachers.
LONDON ALLOWANCE £1,038 plus Social Priority.
Application forms (s.a.e. please), available from The Head Teacher to whom completed forms should be returned by 11th June 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/ 381 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10174) 132122

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
GRAVESHAM DIVISION
ST GEORGES C OF E SCHOOL
Meadow Road, Gravesend DA11 7LS
Headmaster: Keith C. Blackburn
A voluntary mixed all ability 6 FE 11 - 18 school. 130 pupils in sixth form.
Required for September 1985 a teacher of craft design technology with a practical graphics quite 1. to join a well established department operating a good purpose built accommodation. Courses are under review and pupils are prepared for 'O' level and CSE.
Apply in writing to the Head Master giving full curriculum vitae and names addresses and telephone numbers of two referees. (10351) 132122

NORFOLK
CRILL HIGH SCHOOL
Dyke Avenue, Carleton, Cst. Yarmouth NR31 7TJ
NOR 700 12 - 16 Mixed
Required for September 1985, Scale 1 teacher of C.D.T. to teach C.D.T. across the full ability range. Ability to contribute to T.V.E.I. courses an advantage.
Application by letter with full C.V. and the names of two referees to the Headteacher at the school, as soon as possible.
Closing date 14.6.1985 (10317) 132122

NORTH YORKSHIRE
COUNTY COUNCIL
SOUTH CRAVEN SCHOOL
Hollins Lane, Crosshills, Keighley BD20 7TH
Required for 2nd September 1985, a teacher of CRAFT, DESIGN AND TECHNOLOGY Scale 1/2 throughout the school. An interest in Vehicle Mechanics and/or Metalwork essential.
Apply to the Headmaster for further details and application form (s.a.e. please) as soon as possible. (10052) 132122

NORTH YORKSHIRE
COUNTY COUNCIL
SOUTH CRAVEN SCHOOL
Hollins Lane, Crosshills, Keighley BD20 7TH
Required for 2nd September 1985, a teacher of CRAFT, DESIGN AND TECHNOLOGY Scale 1/2 throughout the school. An interest in Vehicle Mechanics and/or Metalwork essential.
Apply to the Headmaster for further details and application form (s.a.e. please) as soon as possible. (10052) 132122

NORTHAMPTONSHIRE
KINGSWOOD COMPREHENSIVE SCHOOL
Gaulsborough Road, Corby, Northants. NN17 2JH
Required for September 1985, A TEACHER OF CRAFT, DESIGN AND TECHNOLOGY (Scale 1) who would also, initially, be asked to teach Art to third year level as part of a team. The post is offered within a Creative Design Faculty which covers Art, CDT, Pottery, Textiles and Home Economics.
Kingswood is a 6 f.e., 11 - 18 co-educational comprehensive, where Design subject forms the basis of the curriculum for Years 1 - 5, and both Art and Design are taught to A level.
Further details and application forms may be obtained from the Headmaster. (see please); but letters of application will be accepted in the first instance. Closing date 14th June. (04863) 132122

NORTH YORKSHIRE
COUNTY COUNCIL
HARROGATE GRAMMAR SCHOOL
Arthur's Avenue, Harrogate HG2 0DZ
(Co-educational comprehensive School, 1,500 pupils
Wanted, end September, 1985 assistant qualified in CRAFT, DESIGN AND TECHNOLOGY, with a special interest in technology throughout the school, including Advanced level option and technology, as a member of a new and well-equipped department.
Letters of application (on forms) together with c.v. and names and addresses of two referees to the Headmistress of the school, from whom details can also be obtained on receipt of s.a.e. Closing date 10th June 1985. (10031) 132122

OXFORDSHIRE
COUNTY COUNCIL
MATTHEW ARNOLD SCHOOL
Witney Road, Eynsham, Oxford OX8 1PS
(11 - 18 Mixed Comprehensive School, Group XI. (640 on roll)
Required from September 1985 TECHNOLOGY, Scale 1 or 2 (dependent upon qualifications and experience) for two years, or earlier if possible. A part-time interest in Mathematics would be an advantage, as well as an interest in developing the work of the department in its links with the Sciences.
Apply by letter with full curriculum vitae, to the Head, as soon as possible, enclosing s.a.e. for further details. (04119) 132122

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 N.o.r. 680 (160 in the VIth form)
Required for September 1985 a Teacher of Craft, Design and Technology, Scale 1, temporary for one year in the first instance.
Apply immediately by letter to the Head enclosing a c.v., names, addresses and telephone numbers of two referees and a.s.a.e. for further details, within one week from the appearance of this advertisement. (04130) 132122

SANDWELL
METROPOLITAN BOROUGH COUNCIL
ROWLEY REGIS COLLEGE
(16 - 19 Open Access Co-educational secondary College)
CRAFT DESIGN AND TECHNOLOGY Scale 1
'O' and 'A' level. Opportunity available to teach to B.T.E.C. National Certificate and CPVE courses.
Further details from the Principal.
Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded immediately to the Principal, Rowley Regis College, Rowley Regis, Warley, West Midlands.
Closing date 11th June 1985.
Sandwell Council is an equal opportunity employer. Canvassing of members of the authority will disqualify.
(10191) 132122

OXFORDSHIRE
COUNTY COUNCIL
THE CHERWELL SCHOOL
Marston Ferry Road, Oxford OX2 7EE
Group 10 N.o.r. 680 (160 in the VIth form)
Required for September 1985 a Teacher of Craft, Design and Technology, Scale 1, temporary for one year in the first instance.
Apply immediately by letter to the Head enclosing a c.v., names, addresses and telephone numbers of two referees and a.s.a.e. for further details, within one week from the appearance of this advertisement. (04130) 132122

Cheshire

Application forms (send s.a.e.), are obtainable from the Head of the School, to whom they should be returned as soon as possible. Assistance with removal expenses is given in approved cases.

J. R. G. TOMLINSON, MA.
Director of Education

ALL POSTS REQUIRED FOR SEPTEMBER 1985 UNLESS OTHERWISE STATED.

HEAD OF DEPARTMENT

CHEMISTRY: SCALE 2 OR 3
Hartford High
Hartford Campus, Chester Road, Northwich, CW8 1LH.
Required for September, or as soon as possible thereafter, a graduate to be responsible for the teaching of Chemistry in this 11-16 School situated in a delightful part of Mid-Cheshire.

SCALE 1 POSTS

1.

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

BERKSHIRE

CHARTERS SCHOOL
Charters Road, Sunningdale, Ascot, Berks. SL5 9QY
NOR: 1291 Comprehensive
Required for September:
HEAD OF BUSINESS STUDIES (Scale 3). This is a TEMPORARY post to cover a teacher on a yearly secondment.
Application forms and further details from the Headteacher (SAE).
NO CLOSING DATE.
An Equal Opportunity Employer. (106071 132218

Scale 2 Posts and above

HERTFORDSHIRE

ST CLEMENT DANES SCHOOL
Chenies Road, Chorleywood.
Required September, well qualified and experienced teacher of Economics and Sociology to teach throughout the school. Scale 2 plus London fringe allowance £258. This is a fixed establishment and successful area of the curriculum with a large O and A level examination entry.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (10310) 132220

Scale 1 Posts

BERKSHIRE

ALTWOOD SCHOOL
Altwood Road, Maidenhead, Berks. SL6 4PJ.
C of E Comprehensive N.O.R. 800
Required for September:
Full or Part time teacher for Economics Scale 1 to 'A' level for one year.
Ability to teach English will be helpful.
Applications in writing to the Headmaster at the above address.
Closing date 10th June.
An Equal Opportunity Employer. (106141) 132222

BEDFORDSHIRE

NORTHERN AREA WOOTTON UPPER SCHOOL
Tel: Bedford 767193
Headmaster: Mr S. Clews
13 - 18 Co-educational Comprehensive Upper School. Numbers on Roll: 950. 180 in Sixth Form.
Required for September 1985, an assistant Teacher of Business Studies. Scale One. for this mixed Upper School.
The Department has courses in typing, office practice, banking and economics at various levels and will be involved in CPVE from September. Applicants are sought who can contribute to two or more subject areas.
For a person with suitable experience a Scale 2 post will be available.
Application forms and further details are available from the Head at the School, to whom completed forms should be returned within 14 days of this advertisement. (04855) 132222

BEDFORDSHIRE

NORTHERN AREA HASTINGS MIDDLE UPPER SCHOOL
Hill Rise, Kempston
Tel: Bedford 853636
Headmaster: Mr J.B. Oliver
13 - 18 Co-educational Comprehensive Upper School. Numbers on Roll: 850
Required for September 1985 for a lively and enthusiastic Teacher of Business Studies. Scale One.
Application forms and further details from the Headmaster, A.S.E. please. (10598) 132222

BERKSHIRE

THE HOLT SCHOOL
Holt Lane, Wokingham, Berks.
All girls Comprehensive N.O.R. 1115
Required for September 1985 a part-time or full-time qualified teacher (Scale 1) of Business subjects especially Typing and Shorthand.
Apply to the Headmistress at the school for an application form and enclose an SAE.
NO CLOSING DATE.
An Equal Opportunity Employer. (10612) 132222

BEDFORDSHIRE

SOUTHERN AREA VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard, Beds.
Headmaster: Mr B. Vaughan, J.P., B.A.
11 - 18 Mixed
1000 on roll - 180 in Sixth Form
Required for September 1985, a qualified Teacher of Business Studies, Scale One, for this mixed Upper School.
The Department has courses in typing, office practice, banking and economics at various levels and will be involved in CPVE from September. Applicants are sought who can contribute to two or more subject areas.
For a person with suitable experience a Scale 2 post will be available.
Application forms and further details are available from the Head at the School, to whom completed forms should be returned within 14 days of this advertisement. (04855) 132222

BRENT

LONDON BOROUGH OF BRENT
ALPERTON HIGH SCHOOL
Stanley Avenue, Wembley, Middx. HA0 4JE
Tel: 01-902 2042
(Rroll 1082)
Required for September 1985.
A lively and versatile teacher of Business Studies (Scale 1) is required for September 1985, to join a successful department offering a wide variety of subjects and courses to 4th, 5th and 6th Forms. These include Accounts CSE/O, Business Studies, Commerce CSE/O, World of Work RTEC General. Willingness to teach across the ability range is essential, and an ability to teach Economics or Typing would be an advantage.
London Allowance of £1,038 per annum is payable.
Brent is an Equal opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Headteacher returnable within 14 days. (103 91 132222

DERBYSHIRE

See Derbyshire Display advert, our reference AE2/136/28 and AE/132/27 Page 51. (10571) 132222

ESSEX

RAINSFORD SCHOOL
Fox Crescent, Chelmsford CM1 2HL
Tel: (0245) 265511
(Roll 854)
TEACHER OF ECONOMICS AND SOCIAL SCIENCES.
Scale 1
(Incl. Inner Allowance)
Required September, 1985. Work to 'A' level available for suitable applicant.
Applications with c.v. and names and addresses of two referees to the Headteacher at the school immediately (foolscap s.a.e. please). (10479) 132222

HARINGEY

Progress with Humanity

NORTHUMBERLAND PARK SCHOOL
Tottenham N17 0RG
Tel: 01-801 0091
(Roll: 1100
Required for September 1985:
Part-time TEACHER OF BUSINESS EDUCATION. SCALE 1 (0.5)
Northumberland Park School is a thriving purpose-built school with the facilities where general standards and a carefully structured pastoral system enjoy a high priority.
The successful candidate will join an energetic and committed staff.
An urgency exists for a well-qualified teacher to join a small but rapidly changing and expanding department. A person with initiative, imagination and a willingness to accept responsibility is required to teach across the age and ability range.
The school is part of the Haringey CPVE Pilot Scheme and expects to develop further in the prevocational area.
Candidates wishing to visit the school should telephone the school for an appointment.
Applications should be made by letter, naming two referees, to the Headteacher at the school as soon as possible.
Social Priority Allowance £801/£876.
London Allowance £1,038 payable.
Removal Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (10058) 132225

HAVERING

LONDON BOROUGH OF HAVERING
CAMPION SCHOOL
Brackendale Gardens, Upminster RM14 3UX
Tel: Upminster 23960
(Roll No. 965 Mixed)
Headteacher: Mr L.K.M. Bonny, M.Ed., F.C.P.
Graduate Teacher of Economics required for September 1985. This position will suit an energetic teacher with sound academic qualifications. The present incumbent has been appointed TVEI Adviser for the London Borough of Bromley. The successful candidate will inherit a very strong Economics 6th form. An appointment above Scale 1 can be offered to the right person.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (10490) 132222

HEREFORD AND WORCESTER
COUNTY COUNCIL

EVESHAM HIGH SCHOOL
Four Pools Road, Evesham

Required from September 1985 Scale 1 Teacher of Economics to teach the subject to A level and for History/Geography in the Middle School.

LADY HAWKINS SCHOOL
Kington, Herefordshire HR5 3AD

(An 11 - 18 Rural Comprehensive School, 450 on roll)

Required at Scale 1, an enthusiastic Graduate to establish 'A' level Economics in the curriculum. The ability and willingness to contribute to the teaching of Social Studies and Geography to 16 plus is desirable.

Application forms and further details are available from the Headteacher of the school concerned (s.a.e. please). (04689) 132222

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT ROBERT GRAAHMAR SCHOOL
Avenue of Remembrance, Sittingbourne, Kent ME10 4DR
Required for September, graduate to teach Economics and Politics studies to A-Level at this Voluntary Controlled 4-form entry selective school for boys.
Applications to the Headmaster.
MEDWAY DIVISION
FORT PITT GRAMMAR SCHOOL FOR GIRLS
Fort Pitt, Chatham, Kent ME4 6TJ
Part time teacher required for **BUSINESS STUDIES** from September 1985. Applicants to this expanding department should be able to offer a selection of the following subjects: Typewriting, Office Practice, Word Processing.
Applications by letter with C.V., S.A.E. and names and addresses of 2 referees to the Headmistress s.a.e.p.

SWALE DIVISION
THE ABBEY SCHOOL
Lauriden Road, Faversham ME13 8RZ
Co-educational, 11 - 17, Roll 1,260
Teacher of Business Studies, Scale 1 required for September 1985 to join a rapidly expanding Commercial Studies department. Candidates should be prepared to teach Commerce, Economics and Business Studies to C.S.E. and 'O' level. An ability to teach and to assist with the development of 6th Form C.P.V.E. programmes an advantage.
Letters of application, including full c.v., names, addresses of two referees and s.a.e. to the Headmaster as soon as possible. (10533) 132222

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
SURBITON HIGH SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4TT
Tel: 01-399 3657
No. on roll: 1060 co-ed; 11 - 18, Large Sixth Form
Required for September 1985 a Teacher of BUSINESS STUDIES/INFORMATION TECHNOLOGY.
The introduction of the TVEI curriculum necessitates the appointment of an energetic forward-looking teacher who can contribute fully to the development of this expanding curriculum and liaise with other departments to ensure a cross-curricular approach.
Areas of particular development include Office Technology, British Industrial Society and Information Technology.
Scale 1 post. London Allowance £678.
Application forms available from the Headteacher at the School to be returned to him by Friday 14 June, 1985. (10365) 132222

NEWCASTLE UPON TYNE

CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
BENFIELD HIGH SCHOOL
ASSISTANT TEACHER OF BUSINESS STUDIES (SCALE 1 POST)
Required for September 1985, a suitably qualified and experienced teacher to teach Business Studies throughout this mixed comprehensive high school for the 13 - 18 age range. The school is involved in T.V.E.I., Business Studies being an important element in this.
Application forms and further details are obtainable from and returnable to the Head Teacher, Costello Road, Newcastle upon Tyne NE5 3JH by Friday, 14th June, 1985. (10585) 132222

NEWHAM

LONDON BOROUGH OF NEWHAM
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: A. Cobert
Number on roll: 1750
TEACHER OF BUSINESS STUDIES SCALE 1
Required September 1985/As Scot. An Assistant Teacher for Typewriting/Business Studies in Years 4-5 and the Sixth Form leading to C.S.E., R.S.A. and City and Guilds examination. Good facilities in this large, integrated, friendly school on one 25 acre site.
Apply direct to the Head Teacher giving the names of two referees and a brief curriculum vitae.
LONDON ALLOWANCE £1,038.
DIRECTOR OF EDUCATION, Education Offices, 370/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10586) 132222

NORTH YORKSHIRE

COUNTY COUNCIL HUNTINGDON SCHOOL
Huntingdon Road, York YO3 9PX
Required for September in this co-educational 11 - 16 Comprehensive School (1,460). MICROELECTRONICS AND ECONOMICS. Scale 1 for the teaching of Economics to 'O' level and Sixth Form Classes, and the majority of teaching commitment would be at 'A' level. However, some subsidiary subject teaching will also be needed, and it is hoped that candidates will clearly state their second teaching subject.
Application forms and further details available (s.a.e. please) from The Headmaster at the school. (11572) 132222

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT KING EDWARD VII SCHOOL
Glossop Road, Sheffield S10 2PX
Required for September 1985, a teacher of Economics. Scale 1.
The ability to teach 'A' level British Government and Politics and/or some History or Geography would be an advantage.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04085) 132222

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

HAMPSHIRE

ROBERT MAY'S SCHOOL
West Street, Odiham, Hampshire
(Comprehensive Mixed 11 - 16)
N.O.R. 1050
Scale 1 post
Required for September 1985, Teacher of Business Studies.
Courses include Hampshire Business and Information Studies Project. Scale 2 post available for suitable applicant.
Please apply to Headteacher as soon as possible with C.V. and names of two referees. (10017) 132222

NORFOLK

WYMONDHAM COLLEGE
A Scale 1 teacher is required for September, 1985 at this multi-lateral co-educational all-ability secondary boarding school for children aged 11 - 18 years, able to teach to GCE 'O' and 'A' level in the following subject areas - Economics, Politics and Government and Law. An ability to offer extra-curricular involvement is essential together with personal responsibility for which remuneration is made in accordance with National Scales.
Letters of application with full curriculum vitae and names of the two referees should be sent without delay to the Headmaster, Wymondham College, Wymondham, Norfolk NR18 9SZ. (10515) 132222

NORTH TYNESIDE

METROPOLITAN BOROUGH OF NORTH TYNESIDE EDUCATION COMMITTEE LONGBENTON HIGH SCHOOL
Hailsham Avenue, Longbenton, Newcastle upon Tyne NE12 8ER
Required for 1st September, 1985:
Scale 1 TEACHER to share in teaching of BUSINESS STUDIES and ECONOMICS to 'O' and 'A' Level and other vocationally orientated courses.
Application forms are available on receipt of s.a.e. from the Headteacher to whom they should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (10439) 132222

CYNGOR SIR
DYFED
COUNTY COUNCIL

ALL POSTS REQUIRED FOR 1st SEPTEMBER, 1985
POB SWYDD YN EISIAU ERBYN 1af MEDI, 1985.

1. ATHRO BRO/ATHRAWES FRO YNG NGHYLCH ABERTWAUN/TŶ ODEWI (Swydd dros dro). (Graddfa 2).
Gwahoddir cymwysiadau oddi wrth athrawon profedol am y swydd uchod. Bydd yr ymgeisydd llwyddiannus yn gwasanaethu'n bennaf yn ysgolion cynradd Ysgol Gyfun Gymraeg Tal-y-bont ac yn ysgolion cynradd a'r adran Iau. Bydd dyletswyddau helpu yn cynnwys peint o rhaeg ysgolion cynradd ac uwchradd a chyfnodolddau gwirioni.
Swydd dros dro yw hon sy'n para am un o Grant Iaith y Llywodraeth Gymreig. Bydd yr Awdurdod yn barod i ystyried sicrhau athro arn gyfnod hir o'r swydd bresennol fydd yn gadael hon.
Gellir cael ffurflenni cais ar ddarbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin SA31 2NH.
Cau'r dyddiad i'w dychwelyd erbyn 13eg Mehefin, 1985.

2. YSGOL Y BABNOD, GOLDEN MANOR, PENFRO (Graddfa 1).
Gwahoddir cymwysiadau am swydd athro/athrawes i ddysgu yn yr UNED GYMRAEG (Plant 4-7 oed) yn yr ysgol uchod. Rhaid i'r ymgeisydd fod yn gymwysedig i ddysgu Cymraeg a chandidyn gymwysedig i ddysgu trwy fyfrwng y Gymraeg.
Gellir cael ffurflenni cais ar ddarbyn amlen yn dwyn cyfeiriad a stamp oddi wrth y Swyddog Addysg Rhanbarthol, Swyddfa Addysg Rhanbarthol, St Thomas' Green, Hwlffordd, Ceisiadau i'w dychwelyd erbyn 13eg Mehefin, 1985.

3. YSGOL GYFUN ABERAERON, SA46 0DT (Grwp 10).
Athro i ddysgu CYMRAEG fel rhaith yn ffyrdiau T a U. Ryddai ddidoredd mewn DRAMA neu ASTUDIAETHAU CYFATTEBOL yn hanesia (Graddfa 1).
Ceisiadau trwy lythyr yn rhoi manylion llawn ac enwau a chyfeiriadau dau ganolwr at y Prifathro erbyn 13eg Mehefin, 1985.

4. PENGLAIS COMPREHENSIVE SCHOOL, WAUNFAWR, ABERYSTWYTH SY23 3AW (Group 11).
a) Assistant teacher of ART AND CRAFT (Scale 1) A qualified teacher is required to teach the subject across the age and ability range. This is a temporary post for one year.
b) Assistant teacher of GEOGRAPHY (Scale 1) A Good Honours Graduate is required to teach the subject throughout the school to C.S. and 'A' levels. Commitment to resource production and to field and project work is essential. A special interest in quantitative and human geography is desirable.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 13th June, 1985.

5. LLANDOVERY COUNTY HIGH SCHOOL, LLANDOVERY SA20 0DY (Group 8).
Experienced teacher (preferably Honours Graduate) to take charge of the teaching of GEOGRAPHY throughout the school up to 'A' level (Scale 2).
Application forms and further details available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned by 13th June, 1985.

6. SIR THOMAS PICTON SCHOOL, QUEENSWAY, HAVERFORDWEST SA61 2NX (Group 11).
A TEMPORARY teacher to teach PHYSICS in the Middle School and INTEGRATED SCIENCE in years 7 and 8 (Scale 1).
Further particulars are available on receipt of a stamped addressed envelope from the Headteacher.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 13th June, 1985.

7. TASKER MILWARD COMPREHENSIVE SCHOOL, PORTFIELD, HAVERFORDWEST SA61 1EQ (Group 11).
Applications are invited from well qualified persons for the post of teacher of PHYSICS (Scale 1 - Scale 2 is available for a suitably qualified and experienced applicant), to share in the teaching of the subject up to 'A' level and with some involvement with Lower School Integrated Science.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 13th June, 1985.

8. GREENHILL SECONDARY SCHOOL, HEYWOOD LANE, TENBY SA70 8BN (Group 12).
a) Assistant Teacher (Scale 3) to be second in the SOCIAL SCIENCE DEPARTMENT. A willingness to work towards the development of an Integrated Humanities course is essential. The person appointed will have a History teaching commitment to 'A' level.
b) Assistant Teacher (Scale 1) of SCIENCE with an interest in developing Integrated Science Courses. The ability to teach one other Science Subject up to examination level ('O' and 'C.S.E.') would be an advantage.
Application by letter including curriculum vitae and the names and addresses of two referees to the Headteacher by 13th June, 1985.

9. GLAN-Y-MOR COMPREHENSIVE SCHOOL, BURRY PORT SA16 0AL (Group 10).
An Honours Graduate to assist in the teaching of WELSH as a second language throughout the school. A commitment to the graded objectives approach is essential. The successful candidate will be expected to participate actively in extra-curricular activities (Scale 1).
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned by 6th June, 1985.
W. J. PHILLIPS, Cyfarwyddwr Addysg, Adran Addysg, Pibwrlwyd, Caerfyrddin SA31 2NH
W. J. PHILLIPS, Director of Education, Education Department, Pibwrlwyd, Carmarthen SA31 2NH. (18072)

SECONDARY ECONOMICS & BUSINESS STUDIES
continued

SUTTON

THE LONDON BOROUGH OF SUTTON EDUCATION DEPARTMENT WALLINGTON HIGH SCHOOL FOR BOYS
Croydon Road, Wallington, Surrey SM6 7PH
Tel: 01-647 9235
(680 Boys, Academic Sixth Form of 170)
ECONOMICS - SCALE 1
Required for September 1985 a teacher of ECONOMICS. Many boys opt for Economics at GCE 'O' level following a two year course in the Fourth and Fifth Forms and the subject is a popular option at 'A' level and for University entrance including Oxbridge.
Some contributions to a wide range of out-of-school activities would be welcomed.
Apply by letter (no forms) as soon as possible to the Headteacher including full curriculum vitae and the names and addresses of two referees. (10267) 132222

PRIMARY
JUNIOR TEACHER (responsible for RE) NE/31/29/P
Scale 2
(Practising Catholics preferred)
St. Joseph's RC Primary School, Calver Crescent, Staveley, Chesterfield, S43 3LY (Chesterfield 472768).
(5-11, NOR 112)

* * * * *

SECONDARY

MATHEMATICS/ SCIENCE DS/220/29
Scale 1
Merrill School, Jubilee Road, Shelton Lock, Derby, DE2 8FE. (Derby 700249). (11-18, NOR 1130)

* * * * *

RE/HISTORY DS/189/26
Scale 1

CDT (Woodwork) DS/229/30
Scale 1 (Scale 2 if suitably qualified and experienced)
(Temporary, 1 September 1985-31 August 1986).
Derwin School, St. Andrew's View, Derby, DE2 4EU. (Derby 831230). (11-14, NOR 427)

* * * * *

RE DS/219/29
Scale 1
Granville School, Burton Road, Woodville, Burton-on-Trent, Staffordshire, DE11 7JR. (Burton 216765).
(11-16, NOR 679)

* * * * *

CDT (To 'O' and 'A' Level) HW/65/22
Scale 1
Lady Manners School, Bakewell, Derbyshire, DE4 1JA. (Bakewell 2671). (11-18, NOR 1393)

* * * * *

PHYSICS/COMPUTER STUDIES AE/137/28
Scale 1

SOCIAL STUDIES/ ECONOMICS AE/136/28
Scale 1

ENGLISH AE/121/26
Scale 1
Long Eaton School, Tamworth Road, Long Eaton, Nottingham, NG10 1BE. (Nottingham 728637).
(11-18, NOR 1480)

* * * * *

SPECIAL NEEDS AE/84/19
Scale 1
Cantaloupe School, Gladstone Street, Ilkeston, Derbyshire, DE7 5RW. (Ilkeston 302917).
(11-16, NOR 609)

* * * * *

BOYS PE AE/79/19
Scale 1

PERSONAL AND SOCIAL EDUCATION AE/131/27
Scale 1

SPECIAL NEEDS AE/133/27
Scale 1

ECONOMICS (To 'A' Level, interest in computing an advantage) AE/132/27
Scale 1
Swanwick Hall School, Swanwick, Derby, DE55 1AE. (Leabrooks 602106). (11-16, NOR 1349)

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MATHEMATICS AND COMPUTING/FORM TUTOR AE/148/29
Scale 1
Friesland School, Nursery Avenue, Sandiacre, Nottingham, NG10 5HG. (Sandiacre 397326).
(11-16, NOR 849)

* * * * *

ENGLISH WITH SOME DRAMA HW/108/29
Scale 1
(Practising Catholics preferred).

RE HW/101/28
Scale 1
(Practising Catholics preferred).
St. Philip Howard RC School, St. Mary's Road, Glossop, Derbyshire, SK13 8DR. (Glossop 3611).
(11-16, NOR 470)

* * * * *

MUSIC DS/238/30
Scale 1 (Scale 2 or 3 for suitable candidate)
(2 year fixed term contract September 1985-August 1987 — to take charge of music during secondment of present postholder).
William Allitt School, Sunnyside, Newhall, Burton-on-Trent, Staffs., DE11 0TL. (Burton-on-Trent 216404/5).
(11-18, NOR 890)

* * * * *

Application forms and particulars (SAE please) from the Headteachers. Closing dates for all posts 14 June 1985.

DERBYSHIRE COUNTY COUNCIL IS AN EQUAL OPPORTUNITY EMPLOYER.
DERBYSHIRE
County Council

WEST SUSSEX

TILLYARD COMPREHENSIVE SCHOOL
Tillyard Way, Felpham, Bognor Regis PO22 8LJ.
(Group 11, Co-educational, 1180 on roll, 11 - 18 age range)
Required September 1985, Scale 1 Teacher of Business and Information Studies. Candidates must be able to teach G.C.E. and C.S.E. Commerce and Office Practice. Typewriting and Sixth Form subjects including Shorthand, Keyboard Skills and B.E.C. General Certificate. Familiarity with a system of Word Processing would be an advantage. This is a large and thriving department and successful candidates will be involved with the preparation for CPVE and 16plus courses in 1986.
Applications by letter giving full curriculum and names and addresses of two professional referees as soon as possible to Headmaster. Form and details will be sent on receipt of s.a.e. (10013) 132222

Unless otherwise stated the following posts are required for September 1985, forms and details are available from the Head of the school on receipt of S.A.E. Closing date: 14th June 1985.

PRIMARY: HEADSHIP

ALFORD COUNTY PRIMARY SCHOOL, Alford, Lincs. LN13 9BJ. NOR 306 - Group 5.
Required for January 1986. SAE for application form and details to Divisional Education Officer, Divisional Education Office, Eastfield House, Eastfield Road, Louth, Lincs. LN11 7AN. Closing date: 17th June 1985.

SECONDARY: SCALE 2 POST

NORTH HYKEHAM THE NORTH KESTEVEN SCHOOL, Moor Lane, North Hykeham, Lincoln LN6 9AG. NOR 1180.
HEAD OF GIRLS' PHYSICAL EDUCATION – Assistant teacher required. During school hours, the school has exclusive use of the North Kesteven Sports Centre. Closing date: 17th June 1985.

SECONDARY: SCALE 1 POSTS

CAISTOR YARBOROUGH SECONDARY SCHOOL, Grimsby Road, Caistor, Lincoln LN7 6QZ. NOR 307 - Group 7.
HISTORY – Teacher required, to teach throughout the school. Interest in Games and Music particularly welcome.

GRANTHAM BLESSED HUGH MORE RC (AIDED) SECONDARY SCHOOL, Tennyson Avenue, Grantham, Lincs. NOR 132.
Assistant teacher required from autumn term 1985 or as soon as possible thereafter. To be responsible for the organisation and teaching of CDT and technical drawing throughout the school. Ability to assist with lower school mathematics an advantage.

DEEPINGS COUNTY SECONDARY SCHOOL, Park Road, Deeping St. James, Peterborough. NOR 1050.
HISTORY – Temporary assistant teacher required for academic year 1985/86 only. To teach up to CSE level and another subject(s) at this 11-18 mixed comprehensive school. This appointment is temporary pending staffing structure being finalised.
GIRLS' PE – Assistant teacher required from autumn term 1985, or as soon as possible thereafter, to assist with this subject. Facilities include major Leisure Centre including swimming baths. Three other full-time members of department. Person appointed will be required to teach a limited timetable of another subject.

***NORTH HYKEHAM THE ROBERT PATTINSON SCHOOL**, Moor Lane, North Hykeham, Lincoln LN6 9AF. NOR 1171.* (11-16 comprehensive).
ENGLISH and DRAMA – Temporary Assistant Teacher required for 1 term, initially. Preference given to graduates able to teach English throughout the school.
GIRLS' PE and GAMES – Temporary Assistant Teacher required. The post is to cover maternity leave and is temporary in the first instance. Closing date for this above two posts: 17th June 1985.

***THE CITY SCHOOL**, Skellingthorpe Road, Lincoln LN6 0EP. NOR 1140.* (11-18+ comprehensive).
MATHEMATICS – Assistant Graduate Teacher required to join a flourishing department. To teach up to 'A' level. Ability and interest in computing would be an advantage. Closing date: 17th June 1985.

BOURNE COUNTY SECONDARY SCHOOL, Edinburgh Crescent, Bourne, Lincs. NOR 648.
FRENCH and ENGLISH – Assistant teacher required from autumn term 1985, or as soon as possible thereafter. To teach French to CSE and 'O' level and who could also participate in the work of the English Department.

CENTRAL SCHOOL, Rushcliffe Road, Grantham, Lincs. NOR 720.
GIRLS' PE – Assistant teacher required from autumn term 1985, or as soon as possible thereafter. Applicants should state any other subjects they are able to offer.

NORTH HYKEHAM THE NORTH KE[illegible]N SCHOOL, Moor Lane, North Hykeham, Lincoln LN6 9AB. NOR 1180.
HOME ECONOMICS – Assistant teacher required from 1st September 1985, to teach to 'A' level standard. A special interest in fabric and dress an advantage. Closing date: 17th June 1985.

PRIMARY: SCALE 1 POSTS

TEALBY COUNTY PRIMARY SCHOOL, Tealby, Lincs LN8 3XU. NOR 95 - Group 2.
Enthusiastic, versatile teacher required for September 1985, must make positive contribution to the curriculum in either textile crafts, music or CDT/Science.

CHAPEL ST. LEONARDS COUNTY PRIMARY SCHOOL, Sea Road, Chapel St. Leonards, Skegness, Lincs. PE24 5SA. NOR 156 – Group 4.
Young, enthusiastic teacher required for lower juniors. Must have a progressive outlook, ability to work closely with others and a willingness to be involved in all aspects of school life. Music an advantage.

Lincolnshire
County Council

ilea
Inner London Education Authority

Qualified teachers are invited to apply for the following posts. Application forms and further details are available from the Head of the school unless indicated otherwise. Visits to schools by appointment are welcomed.
Inner London Area Payment (£1038 p.a.) is made in addition to the appropriate Burnham Salary scale.
JS denotes post suitable for job share (paired applications only) as well as full-time applications.
A Register for pairing potential job sharers is maintained in EO/TS4, Room 47a, County Hall, London SE1 7PB (Tel 01-633 2398)
NJS denotes post not open to job share applications.
Unless shown differently, the closing date for applications is 14 days from publication.
All secondary schools in the ILEA area are organised along comprehensive lines.
ILEA is an equal opportunities employer.

SECONDARY SCHOOLS

English as a Second Language

NORWOOD (SG)
Crown Dale, SE19 3PD
Tel: 01-6709382
Roll: 336
Headmaster: G. Varnava
Required asap. Teacher with responsibility for English as a second language (Scale 2). This is an important, newly-established post within the structure of the Special Educational Needs Service. Enthusiastic, committed teacher, willing to innovate and develop this important area of the school's curriculum JS

HOME ECONOMICS

ELIZABETH GARRETT ANDERSON (SG)
Off Penton Street, N1 9QG
Tel: 01-837 6739
Roll: 1200
Headmistress: Miss B.E. Loveridge
Required from September 1985 Home Economics (scale 2) post. The successful candidate would be responsible for well established Child Development courses in the middle school. JS

MATHEMATICS

SYDENHAM (SG)
Dartmouth Road, SE26 4RD
Tel: 01-699 6731
Roll: 1303
Headteacher: Miss C. A. Rumsey
Required from September 1985. Acting deputy in the Mathematics Department — Scale 3 available for suitable candidate. Interested applicants should contact the school. JS

MODERN LANGUAGES

ADDEY AND STANHOPE (SM)
(21 New Cross Road, SE14 6TJ
Tel: 01-692 3612
Roll: 530
Headmaster: R. G. Dunn
Required from September 1985. For one year only. Temporary Scale 2 in the French Dept. to teach in CSE and O-level NJS

RELIGIOUS EDUCATION

SCOTT LIDGETT (SD)
Drummond Road, SE16
Tel: 01-237 4601
Roll: 660
Headmaster: JK Pritchard
Required for September 1985 A specialist teacher of suitable experience to be Head of RE (Scale 3). The subject was reintroduced into the curriculum in 1982 and is taught currently in Yrs 1, 2 and 3. The teacher appointed would be asked to help with some Humanities teaching JS

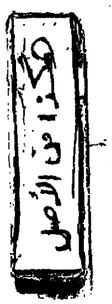
SCIENCE

EAGLESFIELD (SB)
Red Lion Lane, SE19 2LD
Tel: 01-656 7156
Roll: 1350
Headmaster: Dr W Chapman
Required asap. Scale 2 science teacher with the responsibility for all the organisation, initiation, implementation, guidance and co-ordination of Junior Science in the first three years. There will also be a teaching commitment as appropriate elsewhere in the Faculty. JS

PRIMARY SCHOOLS

Posts of Responsibility

ST. LUKE'S (M&I (NC))
Radnor Street, EC1V 3SJ
Tel: 01-253 3890
Roll: 182
Headteacher: Pat Chaney
Required from September 1985 or asap if Scale 2 post available for an experienced and enthusiastic teacher who would have responsibility for mathematics throughout the school. Applicants should be committed to children being involved in their own learning, and be able to work alongside other staff in an advisory role. Vision essential. Resolve necessary.
2) Scale 1 teacher with responsibility for developing art, craft and design throughout the school. Applicants should be imaginative and enthusiastic teachers who can offer children a curriculum appropriate to their needs. Vision essential. Resolve desirable.



English

Heads of Department

BRENT
LONDON BOROUGH OF BRENT
WILLIAM GLADSTONE HIGH SCHOOL
Parkside NW2
Tel: 01-450 2651/2
Roll: 770, 11 - 19
Required 1 September 1985
An experienced TEACHER to be HEAD OF ENGLISH (Scale 4). The ability to organise and lead a strong, committed team of teachers is essential. The Department has been developing individual records of language skills and examination courses based on continuous assessment. Experience of these would be helpful.
London Allowance of £1,058 per annum is payable. Brent is an Equal Opportunities employer. Brent is fundamentally committed to Multi-Cultural Education.
Application forms (see) obtainable from the Headteacher returnable within 14 days. (10320) 132418

HARROW
EDUCATION COMMITTEE
SALTERNS ART COLLEGE
High Road, Wealdstone, Middlesex
Tel: 01-863 2706
ENGLISH - Head of Department - Scale 3
Required for September an experienced and qualified person to take charge of the English Department. Catholic applicant preferred. Inner London Allowance Payable.
Application forms from Head to be returned to the Head teacher by 14.6.1985. Please enclose a stamped addressed envelope.
HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10079) 132418

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
Mixed 11 - 18 with 1100
Required September/January, Head of English.
Plus London Fringe allowance £358 p.a. This is a key appointment in the school with five full time and two part time teachers. There are 3 forms up to 'O' levels sets. A capacity for administration and an ability to head a team of experienced and enthusiastic teachers are essential.
Apply by letter of Headmaster with c.v. names and addresses of two referees. (10311) 132416

OXFORDSHIRE
COUNTY COUNCIL
LANGTREE SCHOOL
Woodcote, Reading RG8 0RA
An 11 - 16 mixed comprehensive school (Group 5 - 600 on roll)
Required in September 1985 or January 1986 due to promotion, a Head of English Department. Scale 3. The Department has well established and successful examinees, with excellent examination results up to 'O' and C.S.E. levels. Post year 5 pupils over 70% transfer to VI form college and technical college for 16 - 19 courses.
Further details of the school and the post, available from the Headteacher, to whom letters of application with curriculum vitae (s.a.e. please) are to be sent as soon as possible. 132418 (04259)

Scale 2 Posts and above

BERKSHIRE
ALTWOOD SCHOOL
Altwood Road, Maidenhead SL6 4PJ
C of E Comprehensive N.O.R. 900
Required for September:
Teacher for Remedial English and Mainstream English. Classes Full or part time. Permanent post but a temporary Scale 3 may be available.
Applications in writing to the Headmaster at the above address. Please enclose a s.a.e. for further details.
Closing date: 10th June.
An Equal Opportunity Employer. (10610) 132420

ESSEX
ST. CLERE'S
COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope (Roll 900) E.F.E. 11 - 16)
Tel: Stanford-le-Hope 641001
ENGLISH TEACHER, Scale 2 (London Fringe Allowance).
Specialist required for September with responsibility for Resources to join enthusiastic, modern department in new purpose built school.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please) (10628) 132420

HAMPSHIRE
HERON WOOD SCHOOL
Sengana Road, Aldershot, Hampshire
11 - 16 Comprehensive Boys, n.o.r. 670
Required for September, 1985 or as soon as possible thereafter.
Graduate, experienced teacher of English (Scale 3) as Second in Department.
Good teaching skills together with administrative ability required.
Letters of application together with full curriculum vitae and the names and addresses of two educational referees to the Headmaster at the school as soon as possible. (10)1 (10641) 132416

DEVON
Please see displayed advertisement on Page 47. (11988) 132420

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE SIR ROGER MANWOOD SCHOOL FOR GIRLS
Huntsman Lane, Maidstone, Kent ME14 5TB
This is an 11 - 18 upper school in a Kent two tier secondary school. There is a six form entry of girls aged 13 plus and a Sixth form of 300 based on a split site.
Headmistress: Mrs E.G. Blackburn, B.Sc. (Econ)
Required in September 1985 a teacher of English to take the subject to both ordinary and advanced level. There is an opportunity for extra responsibility for an experienced candidate but applications from newly qualified teachers will also be welcomed. This is a strong department in the school with a team of vigorous successful teachers. Applications are invited for the above post.
Please apply by letter to the school with copies of Curriculum Vitae & telephone number and/or names and addresses of referees.

TUNBRIDGE WELLS GRAMMAR SCHOOL FOR GIRLS
Southfield Road, Tunbridge Wells TN4 9DJ
Scale 2 post in Sixth Form
Required for September or January 1986 a graduate in ENGLISH to teach the subject throughout the school to 'O' level and to assist with drama. The post is either Scale 2 or 1 according to experience although an experienced teacher would be preferred. A beginner is not automatically ruled out. A temporary appointment for the Autumn Term might be made.
Apply by letter to the Headmistress at the school giving C.V. together with names and addresses of two professional referees. S.a.e. please.

THE HUGH CHRISTIE SCHOOL
Norwich Avenue, Tonbridge, Kent TN10 3AX
Group 12, Secondary 11 - 18, 1500 pupils
TEACHER WITH RESPONSIBILITY FOR ENGLISH TO SCALE 3+3 (Scale 2)
A well qualified, experienced teacher of English is required for September 1985, to teach English up to 'O' level and possibly 'A' level. The successful candidate will have knowledge of the current trends in English teaching and be responsible for the organisation and assessment of lower school English. The ability to offer some Drama would be an advantage.
Letter of application should be sent to the Headmaster at the school a.s.a.p., including a full C.V. and names and addresses of two referees. (10534) 132420

SUFFOLK
COUNTY COUNCIL
THURSTON UPPER SCHOOL
Thurston, Bury St. Edmunds
Mixed comprehensive, 11 - 18: 1300 on Roll, 200 in Sixth Form)
Required from September 1985 a graduate Teacher of ENGLISH (Scale 2) to teach all abilities and age ranges and could include 'A' level. Interest and experience in Drama would be an advantage.
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned as soon as possible. (10076) 132420

WEST SUSSEX
MANHOOD COMMUNITY COLLEGE
Selsey Lane, Selsey PO20 9EH
(10 - 16 Mixed Comprehensive, Group 5)
Required September 1985 or January 1986 Scale 1 Teacher of English with responsibility for Drama throughout the school.
Form and details from Headmistress, s.a.e. please. (10014) 132420

Scale 1 Posts

AVON COUNTY
PATCHWAY HIGH SCHOOL
Rectory Lane, Almondsbury, Bristol BS12 4AJ
(11 - 18 comprehensive. Roll: 1000)
Required from 1st September 1985, an English teacher with graduate to teach English across the full age and ability range. An interest in Drama would be an advantage.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing s.a.e.
Avon is an equal opportunities employer. (10430) 132428

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chesterton Grove, East Hill, East Barnet, Herts, EN4 8PU
Tel: 01-449 4128
Co-educational
Comprehensive. Roll 1050.
Sixth Form 150+
Cockfosters tube station and New Barnet B.R. station
Required September, 1985.
Required September, 1985. qualified graduate to teach ENGLISH and DRAMA (Scale 1) initially at the Lower School, years 7 - 9.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (10588) 132422

BEDFORDSHIRE
SOUTHERN AREA
QUEENSBURY UPPER SCHOOL
Langdale Road, Dunstable, Beds.
Headmaster: Mr K. Barker, B.Sc.
Required for September 1985, a well qualified teacher of English, to teach the subject throughout the school up to and including 'O' and C.S.E. levels. Help with drama an advantage. Scale 1.
Application forms and further particulars obtainable from and returnable to the Headmaster at the School, s.a.e. please. (10585) 132422

BUCKINGHAMSHIRE
MILTON KEYNES AREA
An Equal Opportunity Employer
NORTHFIELD SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5QT
Required from September 1985, a well qualified teacher of English to join a large, successful department in this well established comprehensive school. Scale 1.
Assistance with removal expenses and rented housing may be available in some cases and there is a wide range of housing to buy in the area.
Apply by letter to the Acting Headteacher, Mr. Carey, giving full curriculum vitae and the names and addresses of two referees. (10412) 132422

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
NORTHCROFT SCHOOL
Cornwall Grove, Bletchley, Milton Keynes MK3 7HJ
Required from September 1985, an enthusiastic teacher of English to join a department with excellent facilities. An interest in teaching pupils with learning difficulties is essential but experience across the age and ability range will be available. Scale 1.
The school is developing courses for both TVEI and CPVE and an interest in these areas will be welcome.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, Mr. E. Corrin M.A., giving full curriculum vitae and the names and addresses of two referees. (041271) 132422

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
WALNUT TREE SCHOOL
The Grove, Newport Pagnell, Bucks.
Required from September 1985 for two terms only, a teacher of ENGLISH (Scale 1) within a large, lively and successful department. Scale 1.
Apply by letter to the Headteacher, M. Cole, B.A., giving full curriculum vitae and the names and addresses of two referees.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area. (033425) 132422

CAMBRIDGESHIRE
(Equal Opportunity Employer)
HIGHFIELDS COLLEGE
Required from September (for one year only) temporary TEACHER OF ENGLISH (Scale 1) - Language, Literature and Pluin Text to 'O' Level.
Apply to Acting Warden, Gibraltar Lane, Swaveseys, Cambridge CB4 5RE with full c.v. and names/address of two referees by 14th June. (10524) 132422

CAMBRIDGESHIRE
(EQUAL OPPORTUNITY EMPLOYER)
THE NEW JOHN MANSFIELD SCHOOL
(Mixed Comprehensive)
Western Avenue, Peterborough PE1 4HX
Tel: Peterborough 66010
Head Teacher: Mrs S. Slater, B.Ed.
GROUP 9
Required for September, 1985 for one year only:-
An enthusiastic teacher of English is needed to join an active, successful department.
An experienced teacher, able to teach to 'O' level would be preferred. Scale 1 post.
Further details and an application form available from the Head Teacher at the above address (s.a.e. first class). Closing date 10th June, 1985. (04054) 132422

ESSEX
HASSENBROOK
COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford-le-Hope SS17 0NE
(Roll 1118 11-16)
Tel: (0375) 391366
ENGLISH Scale 1 (London Fringe Allowance)
Teacher for classes throughout the age range. Join strong department with excellent facilities. Ability to offer a modern language could be an advantage.
Curriculum vitae and names of referees to the Headteacher (foolscap s.a.e. please).

ST. CLERE'S
COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope
Tel: Stanford-le-Hope 641001
ENGLISH TEACHER, Scale 1 (London Fringe Allowance)
Required September, 1985 throughout the age and ability range in this new purpose built school.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (10631) 132422

CAMBRIDGESHIRE
Please see displayed advertisement on Page 47. (10)1 132422

DERBYSHIRE
See Derbyshire Display advert post reference AE/ 121/26 and HW/109/39 Page 51. (10574) 132422

DEVON
Please see displayed advertisement on Page 47. (10)1 132422

HARINGEY
Progress with Humanity
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Tottenham Road, Tottenham N17 9PG
Tel: 01-801 0091
(11 - 18)
Roll 1100
Required for September 1985: GENERAL SUBJECTS TEACHER, SALARY Scale 1
Northumberland Park School is a thriving purpose-built community school with tradition forming, where general standards and carefully structured pastoral system enjoy a high priority.
The successful candidate will join an enthusiastic and committed staff.
We seek enthusiastic teacher of General Subjects, preferably with qualifications and experience in ENGLISH, DRAMA, FRENCH AND HUMANITIES.
Is required. This position offers an excellent opportunity to work with both fir and energy to work in a number of areas.
Application by letter, naming two referees, to be sent to the Headteacher at the School as soon as possible.
Social Priority Allowance: £3017276.
London Allowance £1,038 payable. Removal Expenses: 100% allowed in approved cases.
Haringey is an equal opportunity employer. (10042) 132422

HAVERING
LONDON BOROUGH OF HAVERING
FRANCES BARDSLEY SCHOOL
Rainham Road, Romford RM1 2RR
Tel: Hornchurch 47368 (Rail No. 1111 Girls)
Headteacher: Mrs J. Irwin (Hons)
Required for September 1985, Scale 1 Teacher of English with some History in the Lower School.
Letters of application enclosing full curriculum vitae and the names of referees should be sent to the Headteacher as soon as possible. (10491) 132422

HEREFORD AND WORCESTER
COUNTY COUNCIL
AYLESTONE SCHOOL
Broadlands House, Broadlands Lane, Hereford HR1 1HY
(1,130 on roll, age range 11 - 16)
University Graduate required September 1985 for Scale 1 post, to teach English throughout the school, which was formed in 1976 from two schools with well established academic reputations.
Further details and application forms may be obtained from the Headmaster (s.a.e. please), to whom they should be returned within fourteen days. (04898) 132422

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Surbiton Hill Road, Surbiton, Surrey KT6 4EU
Tel: 01-399 2867
No on Roll: 1000 co-ed: 11 - 18
Large Vth Form
Teacher of ENGLISH (Scale 1) required for September 1985 to join an enthusiastic department. The teaching timetable will be spread across the different age and ability groups and will include examination work.
London Allowance £678.
Application forms, and further details, available from the Headmaster of the School to whom completed forms should be returned by Friday 14th June 1985. (10188) 132422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal opportunity Employer
THE CITY OF LEICESTER/ SPENCEFIELD SCHOOL
Downing Drive, Leicester LE5 6LN
(11 - 18 Secondary)
Roll 1519
ENGLISH SCALE 1
Required August for 'O' level.
Please contact the Headteacher for further details and application forms (SAE). (10487) 132422

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HECKMONDWIKE GRAMMAR SCHOOL
High Street, Heckmondwike, West Yorks. WF16 0AH
Ref 845
Required at this three form entry mixed selective school in September, English graduate to teach ENGLISH throughout the school including the sixth form. This is a temporary post for one year only, the reversion of a permanent member of staff. Salary will be paid on SCALE 1.
Application with curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.

BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF13 4HQ
(11 - 18 Yrs)
Required for September 1985 a teacher of ENGLISH SCALE 1 in this multi-cultural 13 - 18 comprehensive school. The successful applicant will join a developing department and there will be the opportunity to take a full part in the school life including those preparing for CSE and 'O' level courses. The ability to offer some coaching in Drama would be an advantage.
2. Ref 946.
Required for September 1985 a teacher of ENGLISH SCALE 1 in this multi-cultural 13 - 18 comprehensive school. The successful applicant will join a developing department and there will be the opportunity to take a full part in the school life including those preparing for CSE and 'O' level courses. The ability to offer some coaching in Drama would be an advantage.
2. Ref 946.
Required at this three form entry mixed selective school in September, English graduate to teach ENGLISH throughout the school including the sixth form. This is a temporary post for one year only, the reversion of a permanent member of staff. Salary will be paid on SCALE 1.
Application with curriculum vitae and the names of two referees to the Head Teacher at the school as soon as possible.

BIRKDALE HIGH SCHOOL
Birkdale Road, Dewsbury WF13 4HQ
(11 - 18 Yrs)
Required for September 1985 a teacher of ENGLISH SCALE 1 in this multi-cultural 13 - 18 comprehensive school. The successful applicant will join a developing department and there will be the opportunity to take a full part in the school life including those preparing for CSE and 'O' level courses. The ability to offer some coaching in Drama would be an advantage.
2. Ref 946.
Required for September 1985 a teacher of ENGLISH SCALE 1 in this multi-cultural 13 - 18 comprehensive school. The successful applicant will join a developing department and there will be the opportunity to take a full part in the school life including those preparing for CSE and 'O' level courses. The ability to offer some coaching in Drama would be an advantage.

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
(14 - 18 Upper)
Roll 1250
ENGLISH SCALE 1
Required August, a well qualified teacher of English to teach the subject to GCE/'A' level.
Please contact the Headteacher for further details and application forms (SAE). (10321) 132422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WREAKE VALLEY COLLEGE
Parkstone Road, Sutton, Leicester LE2 6LY
(11 - 14 High, 14 - 18 Upper)
Roll 1435
ENGLISH SCALE 1
Required August, a well qualified teacher of English to teach the subject to the age and ability range.
Please contact the Headteacher for further details and application forms (SAE). (10342) 132422

LONDON
ST ANGELA'S URSULINE CONVENT
Forest Gate, London E7
GIRLS COMPREHENSIVE.
800 on roll
Required September teacher of English, Scale 1. Ability to teach English to all levels including examination.
Please apply in writing to Headmistress, sending CV and names and addresses of two referees and enclosing s.a.e. (11965) 132422

NORTHAMPTONSHIRE
HENRY GOTCH SCHOOL
Dashes Road, Kettering, Northants. NN15 7AX
TEACHER OF ENGLISH, Scale 1
Required for September 1985 an enthusiastic and committed teacher of English (Scale 1). The successful applicant will be expected to teach in lower and upper school as well as in the further development of the department.
Henry Gotch is a co-educational 11 - 18 comprehensive of 700 pupils in the pleasant market town of Kettering.
Application form and further details are available from the Headmaster (s.a.e. please). Completed forms should be returned as soon as possible. (10019) 132422

WILTSHIRE
EDUCATION COMMITTEE
WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD
Tel: Swindon (0793 852121
A co-educational comprehensive school for (500 pupils aged 11 - 18
Required for September, 1985 to join a strong team of teachers a Scale 1 Teacher of English to teach a lively and creative department. A willingness to take an active part in the general life of the school desired.
Applications by letter including curriculum vitae and addresses of two referees to the Headmaster at the school. S.A.E. Please. (04100) 132422

WILTSHIRE
DORCAN SCHOOL
St. Paul's Drive, Covingham, Swindon SN3 5DA
11 - 16 Coeducational Comprehensive Opening Estimated N.O.R. September, 1985 - 1331
Headteacher: Miss J.E. Smith
Required September, 1985, Scale 1 Teacher of English to join a progressive English Department. Interest in teaching mixed ability teaching in an integrated approach with Humanities teaching to Mode 3 examinations.
Letters of application, C.V. and names and addresses of two referees to the Head Teacher should be sent to the school as soon as possible. (10387) 132422

WOLVERHAMPTON
BOROUGH COUNCIL
EDUCATION COMMITTEE
PENDEFORD HIGH R.C. COMPREHENSIVE SCHOOL
Wolverhampton WV10 8BL
Headteacher - C.J. Cooper Esq. BA
ENGLISH - SCALE 1
Temporary full-time teacher required for Autumn Term only.
The School, developing on comprehensive lines, is re-organised Grammar School, now opened in September 1978.
Forms of application are available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RH, to be returned to the Headteacher within 10 days of this advertisement.
Wolverhampton Council welcomes applications from all sections of the community irrespective of an individual's sex, colour or ethnic origin and from people with disabilities who have the necessary attributes to do the job. (10644) 132422

SUFFOLK
COUNTY COUNCIL
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall (11 - 18 comprehensive 13 - 18: 1180 on Roll)
Required after September 1985 a Teacher of ENGLISH (Scale 1).
Application forms from the Headteacher at the School (s.a.e. please) to whom they should be returned by 10th June 1985. (10075)

SURREY
WIMBLEDON COMMITTEE
ST. PETER'S C.E./R.C. SCHOOL
(12 - 18 Mixed Comprehensive. Number on Roll 1140, including 180 in Sixth Form)
Temporary Scale 1 English Teacher required for September 1985 to join an active department for one term (this might be extended in some circumstances). Courses to include 'A' Level, 'O' Level, Joint 'O' 'CSE' and 'CSE'.
Application forms and further details from the Headteacher (Tel: Redhill 63782). (04863) 132422

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
SPEECH AND DRAMA - Scale 1
See under 'Secondary, Speech and Drama, Scale 1'. (10309) 132422

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
Required for September or January
SELWYN COTT HIGH SCHOOL
Markhouse Road, London E17
Head: Mrs. Rosemary Gillin
ENGLISH TEACHER, SCALE 1 (plus London Fringe allowance) required (in the first instance) for one year only.
Girls aged 11 - 14 years (250 on roll) to join team of 7 and the full ability range.
Application form and further details available on request or details available on receipt of s.a.e. from Head Teacher.
Closing date: 14/6/85. Ref: P90/387.

SIR GEORGE MONOUX
SCHOOL
Chingford Road, London E17
Tel: Mr. B. Taylor
Required for September 1985 a SCALE 1 ENGLISH TEACHER (SCALE 2 if post qualified) required for boys aged 14 - 18 years (no girls).
To join enthusiastic department and share in all aspects of the work (including 'A' level) with the suitably qualified applicant having the duration of a maternity leave.
Send application letter, CV and details of two referees to the Head. (10457) 132422

Geography

Heads of Department

HOUNSLOW
THE GREEN SCHOOL FOR GIRLS
Busch Corner, Isleworth, Middx TW7 6AF
Tel: 01-568 3157
Voluntary aided Church of England
Headteacher: Mrs J.A. Bartlett, B.Sc.
Required for September 1985 a teacher of Geography to join a strong team of teachers throughout the school. The school follows the GYSL 'O' level and C/S.E. syllabus. Some of the London 'A' level syllabus.
Please apply by letter to the Headteacher enclosing curriculum vitae and names and addresses of two referees. Successful applicants will be notified a stamped addressed envelope is enclosed.
CLOSING DATE: 12th June 1985.
LONDON ALLOWANCE: £678 payable.
WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (10329) 132618

Scale 1 Posts

AVON COUNTY
MERRYWOOD BOYS' SCHOOL
Daventry Road, Knowle, Bristol BS4 1QD
Required 1st September 1985, teacher of Geography with, if possible, the ability to offer English as a second subject. Fixed term contract until 31st August 1986.
Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.
Avon is an equal opportunities employer. (12365) 132625

BEDFORDSHIRE
SOUTHERN AREA
HOUGHTON REGIS UPPER SCHOOL & COMMUNITY COLLEGE
Parkside Drive, Houghton Regis, Beds.
Headmaster: Mr. A.C. Elder, M.A.
Required for September 1985, a teacher of Geography. Scale 1. The ability to teach some Economics would be an advantage.
This voluntary aided comprehensive school opened in a new building in September 1968. It has an eight form entry covering the whole ability range.
Applications to be sent as soon as possible to Clerk to the Governors, accompanied by two testimonials, marked 'Applications'. (10347) 132422

CUMBRIA
COUNTY COUNCIL
QUEEN CATHERINE SCHOOL
Appleby Road, Kendal, Cumbria LA9 6PJ
(Mixed Comprehensive, n.o.r. 1213)
A suitably qualified teacher of Geography will be required for September 1985. Scale 1.
Application forms and further information from the Head of Geography to be returned by 14th June 1985 (s.a.e. please). (10386) 132622

DEVON
Please see displayed advertisement on Page 47. (11984) 132622

HEREFORD AND WORCESTER
COUNTY COUNCIL
THE LEYS HIGH SCHOOL
Woodrow Drive, Redditch, Worcs. B98 7UH
Required from September 1985 an Assistant teacher for Geography. Scale 1. The post is for one year to cover secondment of a member of staff. The ability to teach history to boys, physical education would be an advantage.
Forms and further details and names of two referees should be sent to the Headmaster as soon as possible. (10356) 132622

BEDFORDSHIRE
SOUTHERN AREA
CARDINAL NEWMAN SCHOOL
Warden Hill Road, Luton, Beds.
Headmaster: Mr W. Davies, M.Ed.
Required for September 1985, a teacher of Geography. Scale 1. The ability to teach some Economics would be an advantage.
This voluntary aided Catholic (11 - 16) mixed comprehensive school opened in a new building in September 1968. It has an eight form entry covering the whole ability range.
Applications to be sent as soon as possible to Clerk to the Governors, accompanied by two testimonials, marked 'Applications'. (10347) 132422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
ST. GEORGE'S C.E. SCHOOL
Meadow Road, Gravesend DA11 7LS
A voluntary mixed all-ability (11 - 16) school with 130 in Sixth Form
Headmaster: Keith C. Blackburn
Required for September, 1985, a teacher of GEOGRAPHY and COMMERCE, Scale 1. Geography to be taught across the age range and the ability range. Pupils are prepared for C.S.E., 'O' level and 'A' level. Commerce is taught in the 4th and 5th year and in the Sixth Form. Pupils are prepared for C.S.E., and 'O' level.
Apply in writing to the Headmaster giving names, addresses and telephone numbers of two referees. Closing date 14th June, 1985. (10536) 132622

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells
Voluntary Aided Grammar School of 680 boys; 180 in Sixth Form
Required for September 1985: A graduate to teach GEOGRAPHY throughout the School to 'A' level. An interest in Geology or keenness to assist with sport, including Rugby football, would be a recommendation.
Apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 9PG, enclosing curriculum vitae, statement of claim and naming two referees. (10535) 132622

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JUDGEMEADOW SCHOOL & COMMUNITY COLLEGE
Maryden Drive, Leicester LE5 6HD
(11 - 16 Secondary)
GEOGRAPHY & COMBINED HUMANITIES
Please see Secondary Scale 1 Geography. (33490) 132622

NEWCASTLE UPON TYNE
CITY OF NEWCASTLE UPON TYNE
EDUCATION COMMITTEE
ST. CUTHBERT'S R.C. COMPREHENSIVE SCHOOL
Walker Road, Walkergate (SCALE 1 POST)
Required for September 1985, a suitably qualified and experienced teacher of Geography to assist in the teaching of Geology, Geography and surveying. Ability to develop the use of microcomputer techniques desirable.
Application forms are obtainable from and returnable to the Head Teacher, St. Cuthbert's R.C. Comprehensive School (Upper School) Benwell Hill, Newcastle upon Tyne NE5 1PX by Friday, 14th June, 1985. (10336) 132622

NORFOLK

HETHERSETT HIGH SCHOOL
Queens Road, Hethersett, Norwich NR9 3HB
SCALE 1 ASSISTANT TEACHER OF GEOGRAPHY
Able to teach some Mathematics at this 12 - 16 all ability High School required from 1st September 1985.
Application forms and further details from and replies to the Headteacher at the school, s.a.e. please. (10506) 132622

NORTHAMPTONSHIRE

MONTSAVE SCHOOL
Greening Road, Rothwell, Kettering, Northants.
Montsaye is an 11 - 18 comprehensive (1230 on roll, 240 in the Sixth Form) serving a rural catchment area
Required for September 1985 a well-qualified and enthusiastic TEACHER OF GEOGRAPHY for which suitable candidate would share in the teaching of courses up to 'O' and 'A' level and would be expected to teach some Integrated Humanities in the lower part of the school. The department has good models and facilities and Geography is a popular subject.
Further details and application forms (S.A.E.) from the Headmaster, Dr. J.D. Williams, B.A., M.Ed., St. James's Upper School, Nythe Road, Stratton St. Margaret, Swindon, Wilts. (10082) 132622

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
Dugdale Hill Lane, Potters Bar, Herts, EN6 2DU
Voluntary Aided. Founded 1613
Trustees: The Worshipful Company of Mercers
Number on Roll: 1070 (mixed) 180 Sixth Form
Required for September, a well qualified graduate teacher to teach Geography (Scale 1 plus London Fringe Allowance) throughout the School across the 11 - 18 age and ability range to work including university entrance level. To help with extra-curricular activities an advantage. Excellent facilities on Green Belt Site, within easy access of Central London.
Applications, containing full C.V. and names of two referees, should be sent to the Head Master - Mr D.M.W. Bolton, M.A. (Oxon) as soon as possible, from whom further details are available (foolscap S.A.E. please). (10515) 132622

HERTFORDSHIRE
HERTFORDSHIRE AND ESSEX HIGH SCHOOL
Warwick Road, Bishop's Stortford, Herts. CM23 5NJ (London and Cambridge 30 miles)
(850 plus girls of 11 - 18, Sixth Form 300 plus includes boys)
Required in September, well-qualified graduate to teach Geography throughout the school up and ability range. An interest in Human Geology and/or another subject essential. Please state special interest in and beyond Geography. London Fringe allowance payable.
Please apply by letter to the Head Mistress enclosing curriculum vitae and the names and addresses of two referees. (33435) 132622

NORTHUMBERLAND

HEXHAM QUEEN ELIZABETH HIGH
Whitehouse Bridge Road, Hexham NE46 3LB
Group 12, 13 - 19 mixed Comprehensive. 1000 pupils (inc. 360 in VI Form)
Physical Geographer (Scale 1) required from September to teach Geography to 'A' Level and Geology to 'O' Level. Students currently taking 'A' Level.
Removal expenses/subsistence allowance may be payable.
Apply by letter with c.v. enclosing s.a.e. for further details to the Headteacher. (13247) 132622
Closing date 7.6.1985.

OXFORDSHIRE
COUNTY COUNCIL
HENLEY HIGH SCHOOL
Church Green, Witney, Oxon. OX8 6AQ
Mixed Comprehensive Group 11, 11 - 18 (1010)
Required for September 1985 an enthusiastic, well-qualified teacher of Geography able to teach all ages and abilities of pupils in a lively and creative department, which is actively involved in developing a curriculum developments: 16 Project (modular CSE); 16 Project ('A' level); CAL in Humanities.
Commitment to modern approaches to the subject, a full participation in fieldwork and the pastoral work of the School essential.
Application form and further details available from the Headteacher (foolscap please). (04448) 132622

SUFFOLK

COUNTY COUNCIL
CHANTRY HIGH SCHOOL
Mallard Way, Ipswich IP2 8SH
11 - 16 Mixed Comprehensive Roll 1150
Required for September 1985 a well qualified graduate teacher of GEOGRAPHY (Scale 1), to teach all years to 16 June.
Apply immediately by letter with curriculum vitae and names and addresses of two referees to the Head at the School including s.a.e. for details. (10065) 132622

WILTSHIRE
ST. JOSEPH'S GROUP XI R.C. COMPREHENSIVE SCHOOL
Swindon, Wilts.
SCALE 1 GEOGRAPHY
Required for September 1985 a well-qualified and enthusiastic TEACHER OF GEOGRAPHY for which suitable candidate would share in the teaching of courses up to 'O' and 'A' level and would be expected to teach some Integrated Humanities in the lower part of the school. The department has good models and facilities and Geography is a popular subject.
Further details and application forms (S.A.E.) from the Headmaster, Mr. J.P. Williams, B.A., M.Ed. St. Joseph's Upper School, Nythe Road, Stratton St. Margaret, Swindon, Wilts. (10082) 132622

History

Scale 2 Posts and above

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
BIRDSALE SCHOOL
The Grove, Newport, Pagnell, Bucks.
Required from September 1985, a graduate teacher of History to share teaching up to 'A' level. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases.
Apply by letter to the Headteacher, M. Cole, B.A., giving full curriculum vitae and the names and addresses of two referees. (33425) 132620

Scale 1 Posts

BARNET
LONDON BOROUGH
EAST BARNET SCHOOL
Chesterton Grove, East Hill, East Barnet, Herts, EN4 8PU
Tel: 01-449 4128
Co-educational
Comprehensive. Roll 1050.
Sixth Form 150+
Cockfosters tube station and New Barnet B.R. station
Required September, 1985, qualified graduate required to teach HISTORY throughout the School.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (10587) 132622

BEDFORDSHIRE
SOUTHERN AREA
YARNELL UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road, Leighton Buzzard LU7 8AA
Headmaster: Mr. B. Vaughan, J.P., B.A.
(1200 on Roll)
Required for September 1985, a teacher of History. Scale 1 for outstanding Department with large 'A' level content. Excellent facilities, high academic qualifications and ability to teach 'A' level standard from the lower sets. Ability to develop personal specialisms and interests.
Application forms and further particulars obtainable from and returnable to the Headmaster at the School. (10549) 132622 S.A.E. stamped addressed label or large envelope appreciated.

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Autumn Term, 1985.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date: 10th June, 1985 unless otherwise indicated.

SECONDARY

Scale 2 — Drama (Temporary)
COLONEL FRANK SEELY COMPREHENSIVE SCHOOL, Flatts Lane, Calverton, Nottingham NG14 6JZ
Headmaster: R.O. Scott, B.A. Mixed: 1010 (11-18)
Experienced temporary teacher of Drama required initially for one term. Successful candidate will be part of a Department committed to an integrated Arts approach to Drama, Art and Music. Examination experience essential and the ability to teach English up to C.S.E. level an advantage.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school from whom further details are available (s.a.e. please).

Scale 2 — Mathematics
WEST BRIDGFORD SCHOOL, Loughborough Road, West Bridgford, Nottingham NC2 1FA
Headmaster: D.A. Marden, B.Sc., F.R.C.S. Mixed: 1248 (11-18)
For September, or as soon as possible thereafter, suitably experienced teacher of Mathematics to teach throughout the school including C.S.E. 'O' and 'A' level. Responsibility for specific courses and curriculum development in Mathematics and in an area of school administration.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school from whom further details are available (s.a.e. please).

Scale 2 — Physics
ARNOLD HILL COMPREHENSIVE SCHOOL, Gedling Road, Arnold, Nottingham NG5 6NZ
Headmaster: W.C. Evans J.P., B.Sc. F.R.G.S. Mixed: 1660 (11-18)
Well qualified teacher of Physical Science to take responsibility for Lower School Science. The post offers the opportunity to play a leading role in a review of the current course.

Scale 1 — Drama
ASHFIELD COMPREHENSIVE SCHOOL, Sutton Road, Kirkby-in-Ashfield, Nottingham NG17 8HP
Headmaster: B. Gillen, M.A., M.Ed. Mixed: 1900 (11-18)
Enthusiastic and imaginative teacher of Drama. The school has a well-equipped theatre. Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the school from whom further details are available (s.a.e. please).

Scale 1 — Music
SOUTH WOLDS COMPREHENSIVE SCHOOL, Church Drive, Keyworth, Nottingham NG12 5FF
Headmaster: A. J. W. Langton, B.A. Mixed: 1260 (11-18)
Enthusiastic and well qualified teacher of Music required in a flourishing and energetic Department. Candidate should indicate their subsidiary subject.

Scale 1 — Physics
GEORGE SPENCER COMPREHENSIVE SCHOOL, Arthur Mee Road, Stapleford, Nottingham NG9 7EH
Headmaster: J. T. A. Clark, B.A. Mixed: 830 (11-18)
Enthusiastic teacher of Physics to teach to all levels with some Integrated Science.

SECONDARY HISTORY
continued

BRENT
LONDON BOROUGH OF BRENT
CLAREMONT HIGH SCHOOL
Claremont Avenue, Kenton, Harrow HA3 0UJ
Tel: 01-204 4442
(Roll: 1100, 300 in the sixth form)
Situated in a pleasant residential area
Required from September 1985 - A graduate HISTORIAN (Scale 1) able to teach across the full ability range. This is a well-equipped department with established CSE, 'O' and 'A' level courses. Candidates should be forward-looking, conversant with current developments and able to arouse the interest and enthusiasm of pupils. Some specialism in modern History desirable.
London Allowance of £1,058 per annum is payable.
Brent is an Equal Opportunities employer.
Brent is fundamentally committed to Multi-Cultural Education.
Application forms (sae) obtainable from the Head-teacher returnable within 14 days. (10382) 132822

DERBYSHIRE
See Derbyshire Display advert post reference DS/1894/M June 31. (10373) 132822

DEVON
Please see displayed advertisement on Page 47. (11987) 132822

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
RADCLIFFE SCHOOL
Aylesbury Street West, Wolverton, Milton Keynes MK12 5PT
Required from September 1985, a well qualified teacher of History to join a long committed team of eight in this well established comprehensive school. An interest in School Council Project work would be welcomed.
Scale 1
Assistance with removal expenses and rented housing may be available in approved cases and there is a waiting list of housing to buy in the area.
Apply by letter to the Acting Headteacher, giving details of full curriculum vitae and the names and addresses of two referees. (04124) 132822

CUMBRIA
COUNTY COUNCIL
TRINITY SCHOOL
Carlisle CA1 1LB
10 f.e. 5-YR. Comp.: 250 in Sixth Form
Required for September a well qualified and enthusiastic teacher of HISTORY (Scale 1).
Candidates should be familiar with modern teaching methods in the subject.
Level teaching is available for a suitable applicant. Non graduates will also be considered.
For forms and further details send s.A.E. to the Head. Return them as soon as possible but not later than 21st June please. (10536) 132822

CORNWALL EDUCATION COMMITTEE
COMPREHENSIVE SCHOOLS

Liskeard School,
Luxstowe, Liskeard, Cornwall, PL14 3EA.
Group 11, No. on roll 1240, sixth form of 140+.

Geography: Scale 1

A Teacher of Geography is required to teach across the age and ability range in this split-site comprehensive school. An interest in Humanities at first year and a willingness to help with out of school activities is required.

Please apply by letter including CV and names and addresses of two referees, to the Head Teacher.

Newquay Tretherras School,
Trevenson Road, Newquay, Cornwall, TR7 3BH,
Group 12. No. on roll 1570. Sixth form of 165.

History: Scale 1

Required for September, 1985, a full-time permanent Teacher of History to teach the full academic range. The department is also involved in a number of social studies developments.

Application form/further details from the Head Teacher on receipt of a SAE.

Penwith Sixth Form College,
St. Claire Street, Penzance, Cornwall, TR18 2SA.
Group 11. No. on roll 600.

Secretarial Studies: Scale 1

For September 1985, or January 1986, a young enthusiastic and well qualified teacher of secretarial subjects. A Scale 2 allowance would be available for a suitably experienced person.

Please apply by letter, including CV and names and addresses of two referees, to the Head Teacher.

The Roseland School,
Tregony, Truro, Cornwall TR2 5SE. Group 8. No. on roll 486.

Mathematics: Scale 1

A well qualified and experienced, specialist teacher is required to teach Mathematics across the full ability range and throughout the five years of this 11-16 comprehensive school. A working knowledge of SMP 11-16 would be valuable and an interest in computer awareness and control would be advantageous. The ability to teach one or more of the following subjects would also be desirable:

1) General Science
2) Electronics

Please apply by letter, including CV and names and addresses of two referees, to the Head Teacher.

Wadebridge School,
Gonvena Hill, Wadebridge, Cornwall, PL27 6PU.
Group 11. No. on roll 1069.

Physical Education: Scale 1

Required for September 1985, an enthusiastic and dedicated teacher to help with Girls PE in this pleasant school in North Cornwall. All main line sports are enjoyed to a high standard and a genuine interest in dance, movement and fitness would be an advantage.

Application by letter, including CV. Further details available on receipt of SAE.

PRIMARY SCHOOL

Leedstown C.P. Junior and Infant School,
Townshed Road, Leedstown, Hayle, Cornwall, TR27 6AA Group 1.

Scale: 1

Teacher for Infants, musical ability desirable, please state special interests. The post is available from 1st September 1985.

Application form from the District Education Office, Kerrier Penderves Road, Camborne, Cornwall. TR14 7QD, on receipt of SAE, returnable to the Head Teacher at the school. Closing date 10th June 1985. (10109)

Cornwall

ESSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven BN9 9TL
Comprehensive mixed, 11 - 18. Roll: 1,500
Required from September: Temporary Teachers of History (Scale 1), to cover for maternity leave, with the opportunity for part time up to 'A' level.
Application forms (sae please) from the Head Teacher. (11975) 132822

ESSEX
CANVEY ISLAND ANGLO-EUROPEAN SCHOOL
Willow Green, Ingatestone CM4 0DH
Tel: 334018
ASSISTANT ART TEACHER.
Scale 1
(London Fringe Allowance payable)
Required September. Graduate specialist to teach art throughout the school including Sixth Form ('A' level and International Baccalaureate). History of Art qualification preferred. Closing date: 7th June, 1985.
Apply direct to the Headteacher enclosing full curriculum vitae and the names of two referees (foolscap s.a.e. please). (10469) 132822

ESSEX
PRIESTLEY/ARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 506279
(Roll: 1500 : Group 12 : 11 - 18 mixed comp.)
HISTORY/ECONOMICS. Scale 1
Well qualified teacher for History with subsidiary Economics to 'O' level. Successful department. Advanced level work possible.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

HYLANDS SCHOOL
Hatfield Grove, Chelmsford CM1 5DQ
Tel: (0245) 266766
(Roll: 980)
HISTORY GRADUATE, Scale 1
Required September, 1985, at this 11 - 18 mixed comp. school. Interest in Schools Council History advantageous.
Apply by letter to the Headteacher with c.v. and names of two referees (foolscap s.a.e. please). (10470) 132822

KENT
TUNBRIDGE WELLS GIRLS' GRAMMAR SCHOOL
(Voluntary Aided Grammar School of 680 boys: 180 in Sixth Form)
Required for September 1985: a graduate to teach HISTORY throughout the School to A/S level. Keenness to assist with activities outside the classroom would be a recommendation.
Apply by letter to the Headmaster. The Nonnery, Culverden Down, Tunbridge Wells TN4 9SG enclosing curriculum vitae, stating interests including any additional teaching subject and naming two referees. (04469) 132822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
MEDWAY DIVISION
CHATHAM SECONDARY SCHOOL FOR GIRLS
Clyffe Road, Strood, Rochester, Kent ME2 3NL
Scale 1 Teacher of HISTORY. An enthusiastic and dedicated teacher is sought to join a lively department teaching the whole age range of 11 to 18 years pupils up to 'A' level. Knowledge or experience of Schools Council History Project for 14 - 16 year olds desirable. Please state any special areas offered for specialism at 'A' level.
Applications to the Headmistress (sae) and names & addresses of referees s.a.e.p. (10537) 132822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ROYDS HALL HIGH SCHOOL
Luck Lane, Paddock, Huddersfield HD5 4HB
Ref: 958
11 - 16 year mixed comprehensive roll 880
Required for September teacher of HISTORY AND RELIGIOUS EDUCATION SCALE 1 to teach History throughout the age and ability range at this school and a part timetable of R.E. to the lower school. Both subjects form part of the humanities section of courses leading to public examinations of the options scheme. Applications welcome from those seeking a first appointment.
Letter of application with curriculum vitae and names of two referees to the Headmaster within 14 days of this notice.
An Equal Opportunity Employer. (10585) 132822

NEWHAM
LONDON BOROUGH OF NEWHAM
ST BONAVENTURE'S SCHOOL
Boleyn Road, London E7 9QD
Head Teacher: Mr M.N. Wilshaw
Number on roll: 607 (Boys)
HISTORY TEACHER Scale 1
Required: September 1985.
An enthusiastic teacher is required to teach across the full age and ability range. Some 6th form work would be available for a suitably qualified candidate. Applications will be welcomed from teachers applying for a first appointment.
LONDON ALLOWANCE £1,058
Applications forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 11th June 1985.
An Equal Opportunity Employer. (10175) 132822

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
BROOK SCHOOL
Richmond Road, Sheffield S13 8PE
Required for September 1985 a teacher of History (including SCP, CSE and 'A' level). Scale 1.
Ability to offer Girls' PE would be an advantage.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04083) 132822

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL
Head Lane, Great Cornard, Sudbury
(Mixed comprehensive 13 - 18). 1,350 on Roll
Required from September for the School Year 1985/86 during absence on accreditated, a Teacher of HISTORY (Scale 1) to teach either English or European History 17th and 18th century to 'A' and 'O' level. An interest in Modern World History and English Social Economic History would also be an advantage.
Application forms from the headteacher at the School (s.a.e. please) to whom they should be returned as soon as possible. (10074) 132822

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
SIR GEORGE MONOUX SENIOR HIGH SCHOOL
Chingford Road, London E17
Head: Mr. R. Taylor.
Required for September.
TEMPORARY HISTORY TEACHER (SCALE 1 (plus London Allowance) required in this comprehensive school for boys aged 14/18 years (800 on roll).
Cover for maternity leave. To teach at all levels up to A-level. The Department is changing to 16plus syllabus.
Send application letter, c.v. and details of two referees to the Head.
Ref. No. P80/391. (10497) 132822

Home Economics

Heads of Department

OXFORDSHIRE
COUNTY COUNCIL
CHENEY SCHOOL
Cheney Lane, Headington, Oxford OX3 7QH
(13 - 18 comprehensive, 850 boys and girls, 130 in the Sixth Form)
Required for September, Head of Home Economics (Scale 2) to take charge of the subject in this very popular school.
Apply by letter immediately to the Headmaster stating c.v. and names of two referees, s.A.E. for details, S.A.E. for result. (04105) 133018

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
BROOK SCHOOL
Richmond Road, Sheffield S13 8PE
Required for September 1985 a teacher of History (including SCP, CSE and 'A' level)... Scale 1.
Ability to offer Girls' PE would be an advantage.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04083) 132822

SUFFOLK
COUNTY COUNCIL
GREAT CORNARD UPPER SCHOOL
Head Lane, Great Cornard, Sudbury
(Mixed comprehensive 13 - 18). 1,350 on Roll
Required from September for the School Year 1985/86 during absence on accreditated, a Teacher of HISTORY (Scale 1) to teach either English or European History 17th and 18th century to 'A' and 'O' level. An interest in Modern World History and English Social Economic History would also be an advantage.
Application forms from the headteacher at the School (s.a.e. please) to whom they should be returned as soon as possible. (10074) 132822

Scale 1 Posts

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
PENISTONE GRAMMAR SCHOOL
Penistone, Sheffield S30 6BU
(11 - 18 Mixed Comprehensive No. on Roll 1440)
Headteacher: Mr. M.A. Bould, B.A.
Required for September 1985 **TEACHER OF HOME ECONOMICS** (including Needlework) Scale 1
A qualified teacher to join a large department offering courses throughout the 11 - 18 school.
Applications should be made by letter giving full curriculum vitae together with the names and addresses of two referees to the Headteacher at the school within 2 weeks of the appearance of this advertisement. For further details please enclose an SAE. (10083) 133022

BEDFORDSHIRE
SOUTHERN AREA
HENLOW MIDDLE SCHOOL
Alexandra Avenue, Luton, Beds.
Headmaster: Mr K. Gilbert, B.Ed., M.Ed.
NOR: 1800
Required for September 1985, a Teacher of Home Economics, Scale 1, to join the caring department in this Mixed Multilateral Comprehensive School. Courses in Home Economics, Textiles and Child Care are well established and an exciting new C.P.V.E. Food Studies Course (A planning Unit) is in use.
Application forms and further particulars from and returnable to the Headmaster at the school please.
Closing date 13th June 1985. (10360) 133022

DORSET
COLFOX SCHOOL
Bridport DT6 3DT
(11 - 18, 1000 girls and boys)
Well qualified Teacher (Scale 1) required to take a full part in the Departmental activities, which include Home Economics, Food and Nutrition, Textiles and Community Care Services. Plans for the immediate future include the development of the curriculum links within the Design Faculty. The School is to take part in TVEI scheme to start September 1986. A candidate with the interest and capacity to take a tutor role in TVEI and also within the School is welcome. House situation would be most welcome.
Please apply by letter with CV to Headmaster at School for full particulars on request (SAE please). (04488) 133022

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
MOSS HILL SCHOOL
111 Wren's Hill Road, Wren's Nest Estate, Dudley, West Midlands DY1 3SB
11 - 16 co-ed. comp. Group 9)
For September, TEACHER of HOME ECONOMICS (Scale 1). Interest in NEEDLECRAFT and CHILD CARE desirable.
Applications from new entrants would be welcomed.
Details/application forms (on receipt of s.a.e.) from and returnable to Headteacher as soon as possible.
(10229) 133022

ENFIELD
LONDON BOROUGH OF ENFIELD
ALBANY SCHOOL
Bell Lane, Enfield, Middx. EN3 5EA
Tel: 01-804 2588
Required for September 1985, teacher of TEXTILES. Scale 1. Candidates must be able to offer and have an interest in and be willing to offer either HOME ECONOMICS or TEXTILES DEVELOPMENT.
London Allowance, £673.
Application forms and details (large S.A.E.) available from the Head Teacher at the school. Closing date June 11th 1985.
An equal opportunity employer. (10317) 133022

ESSEX
SOUTHEND HIGH SCHOOL FOR GIRLS
Shakespeare Boulevard, Southend-on-Sea
Tel: 0702 388852
(Roll: 773)
TEACHER OF NEEDLEWORK. Scale 1
Required for September, 1985, to teach to 'O' and 'A' level in this selective Grammar School. Ability to teach some Lower School Science an advantage. Ideal first post, although a Scale 2 may be available for a suitably experienced candidate.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

WILLIAM EDWARDS SCHOOL
Bifford Clays Road, Grays RM16 5NJ
Tel: Grays Thurrock 79571
HOME ECONOMICS. Scale 1 (Roll: 1150)
A keen enthusiastic teacher required to join the Home Economics Department to teach mainly Home Economics, but an ability to offer Textile Studies and/or Child Care would be welcomed.
Applications in the first instance to the Headteacher stating names and addresses of two referees. (foolscap s.a.e. please). (10473) 133029

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
WINCHCOMBE SCHOOL
Gretton Road, Winchcombe, Cheltenham GL54 5LH
Required for September, well qualified teacher of Home Economics (Scale 2) with ability to teach some Fabrics, Furnishings and Needlework up to 5th year level. Post suitable for probationary or experienced teacher.
Letters of application enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher. (10633) 133022

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational Comprehensive 11 - 18, 670 on roll)
TEACHER OF NEEDLEWORK. Scale 1
Required for September 1985.
Letters of application together with full curriculum vitae, and the names and addresses of two referees to the Headmaster of Queen Elizabeth II High School, Peel, by 14th June 1985. (10565) 133022

HOME ECONOMICS TEACHERS

A number of Secondary vacancies will occur between September and December, for a variety of posts ranging from Head of Department to part-time work.

Enthusiastic applicants, who have a wide appreciation of the educational contribution Home Economics can make to the curriculum, as well as an awareness of the vocational contribution in T.V.E.I./C.P.V.E., courses will be welcomed. Applicants should indicate their specialist areas of interest within the subject.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Telephone: Uxbridge 50431) to whom they should be returned as soon as possible.

Outer London Allowance Payable

Applications from disabled persons will be welcomed.

LONDON BOROUGH OF Hillingdon

Byron Advertising Limited
Byron House,
Wallingford Road, Uxbridge
Middlesex UB8 2RW

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
ROYDS HALL HIGH SCHOOL
Luck Lane, Paddock, Huddersfield HD5 4HB
11 - 16 years mixed comprehensive: roll 820
Ref 958
Required for September the teacher of HOME ECONOMICS, SCALE 1, as one of a team of four qualified teachers throughout the school to Domestic Science Staff throughout the school to Child Care and Textiles. This department is housed in four well-equipped rooms in the courses leading to C.S.E., O.C.E. examinations in the option scheme. Applications welcomed from those seeking a first appointment.
Letter of application, curriculum vitae and names of two referees to the Headteacher giving a brief curriculum vitae and the name of two referees.
LONDON ALLOWANCE £1,058
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10162) 133022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
GROBY COMMUNITY COLLEGE
Ruthyn Road, Groby, Leicester LE6 0FF
(14 - 18 Upper)
Roll 810
HOME ECONOMICS SCALE 2
Required August an experienced and committed teacher to take responsibility for Home Economics and to make a significant contribution to the curriculum of a new core 16 plus design course. The successful applicant will inherit a well run department and join a large team offering a wide range of examinations courses as well as 'O'CSE Design.
Please contact the Headteacher for further details and application forms (SAE). (10335) 133022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MOAT COMMUNITY COLLEGE
Maidstone Road, Leicester
(11 - 16 Secondary)
ROLL 1101
DESIGN - HOME ECONOMICS SCALE 1
Required August for one year, teacher of Home Economics able to offer another specialism such as ceramics, graphics, jewellery or puppetry. A commitment to the aims of design education is essential as is a willingness to work from a multi-ethnic standpoint.
Please contact the Headteacher for further details and application forms (SAE). (10337) 133022

MERTON
LONDON BOROUGH OF MERTON
TAMWORTH MANOR HIGH
Wide Way, Mitcham, Surrey CR4 1RR
Tel: 01-764 5112
Head Teacher: Mr G.D.N. Giles, M.A.
Age Range: 13 - 18 years
No. on Roll: 780
Required for September, 1985 Teacher of Home Economics/Needlework.
Closing Date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (04449) 133022

WILTSHIRE
WARNEFORD SCHOOL
Intervention Road, Highworth, Swindon SN6 7BZ
Head Teacher, Mr R.M. Graydon
Mixed 11 - 16
Comprehensive School
Estimated N.O.R. September, 1985 - 823
Required September, 1985, a Scale 1 Teacher of Home Economics to join a team of 4 staff in this large, friendly, well organised school all on the 45 acre site. Good facilities. Course leading to C.S.E. and O level. An interest in teaching Child Development courses would be welcome.
Apply (see) to the Head Teacher giving a brief curriculum vitae and the name of two referees.
LONDON ALLOWANCE £1,058 pa.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10162) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
North Park, Regent Lane, London E13 8SG
Head Teacher: J.A. McDonnell
Number on roll: 1000
PART-TIME TEACHER OF HOME ECONOMICS/TEXTILES
Required: September 1985. A part-time Teacher of two days each week) is required for Home Economics/Textiles in a well established Home Economics Faculty. Applicants are welcome to visit the School.
London Allowance £1,308 plus Burnham Periphery Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 11th June 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (10147) 133022

NORTH YORKSHIRE
COUNTY COUNCIL
ARCHBISHOP HOLGATE'S SCHOOL
Hull Road, York YO1 5HA
Due to become 11 - 16 co-educational comprehensive school
Required for September 1985 a teacher of HOME ECONOMICS with NEEDLEWORK/TEXTILES. Scale 1.
Application forms and further details (s.a.e. please) from the Headmaster at the school. (11970) 133022

SUFFOLK
COUNTY COUNCIL
CHANTRY HIGH
Main Road, Ipswich IP2 9LR
11 - 18 Mixed Comprehensive Roll 1613
Required September 1985 a well qualified TEACHER OF HOME ECONOMICS, FASHION AND TEXTILES. An interest in Child Care and development would be an advantage. Applications will come from those seeking a first post.
Apply immediately by letter with curriculum vitae and names and addresses of two referees to the Head at the School. Application s.a.e. for details. (10062) 133022

SUTTON
THE LONDON BOROUGH OF SUTTON
EDUCATION DEPT.
GREENSHAW HIGH SCHOOL
Cresswell Park, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(Purpose-built, 11 - 18 comprehensive, 1200 on roll, 180 in sixth-entry form)
HOME ECONOMICS - SCALE 1
Required for September 1985, a teacher of Home Economics and Textiles to join an enthusiastic and well organised department. A knowledge of modern curriculum developments is essential, and skills in textiles, plus the ability to teach Home Economics in the upper school.
Apply by letter to the Headteacher enclosing full curriculum vitae and the names and addresses of two referees. (10265) 133022

WILTSHIRE
COUNTY COUNCIL
ST. EDMUND'S SCHOOL
Laverstock, Salisbury
Tel: Salisbury 28565
Girls' Secondary Modern 11 - 16 School of about 640 pupils
Required September 1985 - **HOME ECONOMICS** Post (Scale 1). Either for part-time, or a full-time teacher of Home Economics, preferably one able to work in Textiles in addition.
Depending upon staffing for next year, we may wish to offer a part-time appointment is preference to one full-time, but this is yet to be decided. The post would be temporary for 1 year.
Letters of application, curriculum vitae and the names and addresses of two referees to be sent to the Acting Headmaster, Mr A.P. Jarvis, at the school, by Friday 14th June. (10405) 133022

WILTSHIRE
COUNTY COUNCIL
CHIPPENHAM SCHOOL
Malmesbury Road, Chippenham SN15 1PS
Tel: 0249 652001
(Roll: 1,100)
Required for September 1985 a teacher of HOME ECONOMICS (Scale 1) to join a team of 4 staff in this large, friendly, well organised school all on the 45 acre site. Good facilities. Courses leading to C.S.E., O level and A level. An interest in teaching Child Development courses would be welcome.
Apply (see) to the Head Teacher giving a brief curriculum vitae and the name of two referees.
LONDON ALLOWANCE £1,058
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10162) 133022

NEWHAM
LONDON BOROUGH OF NEWHAM
CUMBERLAND SCHOOL
North Park, Regent Lane, London E13 8SG
Head Teacher: J.A. McDonnell
Number on roll: 1000
PART-TIME TEACHER OF HOME ECONOMICS/TEXTILES
Required: September 1985. A part-time Teacher of two days each week) is required for Home Economics/Textiles in a well established Home Economics Faculty. Applicants are welcome to visit the School.
London Allowance £1,308 plus Burnham Periphery Allowance.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 11th June 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford, E15 4RD.
An Equal Opportunity Employer. (10147) 133022

NORTH YORKSHIRE
COUNTY COUNCIL
ARCHBISHOP HOLGATE'S SCHOOL
Hull Road, York YO1 5HA
Due to become 11 - 16 co-educational comprehensive school
Required for September 1985 a teacher of HOME ECONOMICS with NEEDLEWORK/TEXTILES. Scale 1.
Application forms and further details (s.a.e. please) from the Headmaster at the school. (11970) 133022

SUFFOLK
COUNTY COUNCIL
CHANTRY HIGH
Main Road, Ipswich IP2 9LR
11 - 18 Mixed Comprehensive Roll 1613
Required September 1985 a well qualified TEACHER OF HOME ECONOMICS, FASHION AND TEXTILES. An interest in Child Care and development would be an advantage. Applications will come from those seeking a first post.
Apply immediately by letter with curriculum vitae and names and addresses of two referees to the Head at the School. Application s.a.e. for details. (10062) 133022

SUTTON
THE LONDON BOROUGH OF SUTTON
EDUCATION DEPT.
GREENSHAW HIGH SCHOOL
Cresswell Park, Sutton, Surrey SM1 3DY
Tel: 01-641 2080
(Purpose-built, 11 - 18 comprehensive, 1200 on roll, 180 in sixth-entry form)
HOME ECONOMICS - SCALE 1
Required for September 1985, a teacher of Home Economics and Textiles to join an enthusiastic and well organised department. A knowledge of modern curriculum developments is essential, and skills in textiles, plus the ability to teach Home Economics in the upper school.
Apply by letter to the Headteacher enclosing full curriculum vitae and the names and addresses of two referees. (10265) 133022

WILTSHIRE
COUNTY COUNCIL
ST. EDMUND'S SCHOOL
Laverstock, Salisbury
Tel: Salisbury 28565
Girls' Secondary Modern 11 - 16 School of about 640 pupils
Required September 1985 - **HOME ECONOMICS** Post (Scale 1). Either for part-time, or a full-time teacher of Home Economics, preferably one able to work in Textiles in addition.
Depending upon staffing for next year, we may wish to offer a part-time appointment is preference to one full-time, but this is yet to be decided. The post would be temporary for 1 year.
Letters of application, curriculum vitae and the names and addresses of two referees to be sent to the Acting Headmaster, Mr A.P. Jarvis, at the school, by Friday 14th June. (10405) 133022

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JUDGEMEADOW SCHOOL AND COMMUNITY COLLEGE
Marydene Drive, Leicester LE5 6HD
(11 - 16 Secondary)
Roll 896
GEOGRAPHY & COMBINED HUMANITIES SCALE 1
Required for August, teacher for Geography and Combined Humanities. Other interests particularly sport or music.
Please contact the Headteacher for further details and application forms (SAE): (10481) 133022

Humanities

Scale 1 Posts

BURY
METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEMPORARY TEACHER
Scale 1
Required for 1st September 1985 to 31st August 1986 at Castlebrook High School, Parr Lane, Unsworth, Bury BL9 8LP for lower School Humanities and Geography to examination level, an ability to teach social studies and/or sociology would be an advantage.
Applications by letter including full curriculum vitae along with names of two referees to the Headmaster at the School by Monday 10th June 1985. (10043) 133222

HARINGEY
Progress with Humanity
NORTHUMBERLAND PARK MIXED COMPREHENSIVE SCHOOL
Willoughby Road, Tottenham N17 0PG
Tel: 01-801 0091
(11 - 16)
Roll 1100
Required for September 1985: **TEACHER OF HUMANITIES. SCALE 1**
Northumberland Park School is a thriving purpose-built community school with fine facilities, where general standards are carefully and well structured pastoral system and a high priority.
The successful candidate will join an energetic and committed staff.
An enthusiastic, suitably qualified teacher of Humanities, with particular qualifications in Geography, is required to join a well established department within the Humanities faculty. The successful candidate will contribute to an integrated Humanities course in Years 1 - 3, where teaching is in mixed ability groups, as well as to Geography. The person appointed would be expected to make a positive contribution to the work of the Humanities team. Applicants wishing to visit the School are welcome to do so.
Application by letter naming two referees (as sent to the Head Teacher at School as soon as possible.
Social Priority Allowance £201/2216
London Allowance £1,038 payable.
Relocation Expenses - 100% allowed in approved cases.
Haringey is an equal opportunity employer. (10039) 133222

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SEBASTIAN SERVICES
SOUTHLANDS SCHOOL
Newchurch, Kent
Required for 6th September, 1985 a suitably qualified person to teach Geography up to 'A' level 'O' Level and C.S.E.) and Religious Education.
This post offers the opportunity to contribute to the further development of these two important curricular areas.
Applications should be made by letter to the Headmaster at the School accompanied by curriculum Vitae and naming two referees. (10544) 133222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JUDGEMEADOW SCHOOL AND COMMUNITY COLLEGE
Marydene Drive, Leicester LE5 6HD
(11 - 16 Secondary)
Roll 896
GEOGRAPHY & COMBINED HUMANITIES SCALE 1
Required for August, teacher for Geography and Combined Humanities. Other interests particularly sport or music.
Please contact the Headteacher for further details and application forms (SAE): (10481) 133222

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5SU
(14 - 18 Upper)
Roll 1100
GEOGRAPHY SCALE 1
Required August a Geographer to take 'A' level and Integrated Humanities to 'O' level within a team of teachers who share responsibility for a multi-disciplinary curriculum and the pastoral care of students.
Please contact the Headteacher for further details and application forms (SAE). (10338) 133222

NORTHAMPTONSHIRE
THE FERRERS SCHOOL
Queens Way, Higham Ferrers, Nr. Wellingborough, Northants. NN9 8LF
Required for September 1985 a **TEACHER OF RE AND HUMANITIES** Scale 1/2 for suitable applicants for this 11 - 18 co-educational comprehensive school of 775 pupils which opened in 1980. RE is integrated with Geography and History in the Lower school and it is hoped to establish CSE and 'O' level courses in RE.
An imaginative teacher is sought to develop courses in this forward looking School.
Applications from new entrants will be welcomed please apply by letter enclosing curriculum vitae and the names and addresses of two referees to the Headteacher, Miss R. Smith.
Closing date 12th June 1985. (04866) 133222

Mathematics

Heads of Department

BUCKINGHAMSHIRE
COUNTY COUNCIL
Equal Opportunity Employer
GRANGE COUNTY SECONDARY SCHOOL
Wendover Way, Aylesbury, Bucks
Headteacher: R.H. Jones B.A.
Roll: 1120 pupils
Scale 4
Required January 1986 or earlier if possible, a well qualified, experienced and enthusiastic Teacher for the post of **DIRECTOR OF STUDIES FOR MATHEMATICS**, to take over this leadership of the 10 full-time members of this large department.
Mathematics courses include Mathematics and Computer Studies at C.S.E., O.C.E. 'O' level and O.C.E. 'A' level in Mathematics and Computer Science. Links with business studies are possible.
Assistance with removal expenses is given in approved cases.
Application by letter in the first instance direct to the Headteacher at the school. (04130) 133418

SANDWELL
METROPOLITAN BOROUGH COUNCIL
GEORGE SLATER HIGH
Age Range: 13 - 18 years
No. on Roll: 780
Required for September, 1985 Teacher of Home Economics/Needlework.
Closing Date: A.S.A.P.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (04449) 133022

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
CRAUCER SCHOOL
Wordsworth Avenue, Sheffield S5 8NH
Required for September 1985, an experienced teacher as Head of Lower School. Mathematics, Scale 3.
Application forms and further details may be obtained from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04081) 133418

Scale 2 Posts and above

DEVON
Please see displayed advertisement on Page 47. (11982) 133422

BROMLEY
LONDON BOROUGH OF BROMLEY
CHARLES DARWIN SCHOOL
Jail Lane, Biggin Hill, Kent TN16 3AU
Required for September 1985 a well qualified MATHEMATICS SPECIALIST to be SECOND in a strong department offering specialist and well-established courses of successful C.S.E., 'O' and 'A' level.
Computer Science also taught up to 'A' level with own network and other machines. Excellent facilities in departmental suite in purpose-built 4 - 7 and 11 - 18 year, mixed all-ability school with a balanced intake serving a developing private residential green belt area.
London Area Allowance payable. Scale 3. Further enquiries welcomed.
Application forms and further details available from the Headmaster at the school (foolscap s.a.e. please) to whom completed forms should be returned by 11th June 1985.
(10050) 133422

ENFIELD
LONDON BOROUGH OF ENFIELD
ENFIELD SCHOOL
Wilbury Way, London N18 1BX
Roll 1,100
Required for September 1985 teacher of MATHEMATICS (Scale 2), well-qualified and experienced teacher is sought to join this hard-working and forward looking faculty. M.M.I.C.E. is used throughout the school to C.S.E. and 'O' level and other appropriate examination courses are taught to the Sixth Form up to 'A' level. The School is also involved in City and Guilds Foundation courses from year 4. A genuine commitment to S.M.I.L.E. is essential, as is the ability to play a major part in the day to day running and organisation of the faculty. The precise areas of responsibility will be determined in the light of the interests and experience of the successful candidate.
Substantial additional allowance will be given to assistance with removal, relocation, temporary housing and two homes allowance.
Apply by letter with curriculum vitae, the names, addresses and telephone numbers of two referees to the Head Teacher at the school as soon as possible. (04472) 133422

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
Required for September 1985 a graduate Mathematician to teach throughout the school with 'A' Level/Oxbridge standard.
This post is now available due to promotion. Scale 2 available. Applicants must be experienced and qualified applicant.
New Hall has 534 girls on roll of whom 140 are in the Sixth Form.
Further details and application forms from the Headmistress' Secretary at above address. (04624) 133422

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DUNCAN ROWEN SCHOOL
Off Sandy Lane, Hartford TN23 3JD
Required for September/January Teacher of Maths Scale 2.
Applications to and further information from the Head teacher. (10546) 133422

BARNSLEY
METROPOLITAN BOROUGH COUNCIL
PRIORY SCHOOL
Sandygate, Barnsley S71 5UE
(11 - 16 Mixed Comprehensive No. on Roll 500)
Headteacher: Mr D.J. Gawthorpe, B.A.
Required for September 1985, **TEACHER OF MATHEMATICS - SCALE 2.**
An enthusiastic and committed teacher is required to join a flourishing department, and teach across the age and ability range.
Application forms and further details (S.A.E. please) are available from the Headteacher at the school to whom they should be returned within 14 days of the appearance of this advertisement. (10034) 133422

BEDFORDSHIRE
SOUTHERN AREA
CHALGRAVE BOYS' HIGH SCHOOL
Stansgate Road, Luton, Beds. Tel: 0582 880 900
Headmaster: Mr. M. Stunden, M.A.
Required for September 1985, a teacher of MATHEMATICS to the Senior School. Knowledge of computing would be an advantage.
Apply by letter to the Headmaster with full curriculum vitae and addresses of two referees. NO CLOSING DATE.
An Equal Opportunity Employer. (10606) 133422

BERKSHIRE
WINDSOR BOYS' SCHOOL
Maidenhead Road, Windsor, Berks. SL4 5EH
NOR: 830
Required for September, 1985, **TEACHER OF MATHEMATICS** in the Senior School. Knowledge of computing would be an advantage.
Apply by letter to the Headmaster with full curriculum vitae

continued

BUCKINGHAMSHIRE

MILTON KEYNES AREA
Equal Opportunity Employer
RADCLIFFE SCHOOL
Aylesbury Street West,
Wolverton, Milton Keynes
MK12 5BP
Required from September 1985, a teacher of Maths to teach across the ability range in this well established comprehensive school.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Head teacher, E. Abbott B.A., giving full curriculum vitae and the names and addresses of two referees. (04125) 133422

CROYDON
LONDON BOROUGH OF CROYDON

NORBURY MANOR GIRLS' HIGH
Kensington Avenue,
Thorton Heath, Surrey CR4 8RT

Tel: 01-679 0062/4

Tonable: 1st September, 1985

Required for small popular 11 - 16 Girls School a well qualified and enthusiastic teacher of Mathematics to join an expanding department.

The successful candidate will share the teaching of pupils up to 'O' level and CSE examinations.

SALARY - Burnham Scale 1. With London Area Allowances.

Please send S.A.E. for application form and returnable to the Head Teacher at the above address as soon as possible. (33441) 133422

CUMBRIA

COUNTY COUNCIL
KESWICK SCHOOL
Main Street, Keswick CA12 5NS
11-18 Mixed, Comprehensive, Voluntary Aided.
850 on roll, 150 Boarders. 140 in Sixth Form.
Required for September 1985 a graduate teacher of Mathematics to teach the whole ability range to 'A' level. Scale One.
Application by letter and Curriculum Vitae to The Head at the school as soon as possible. Please enclose s.a.e. if acknowledgement required. (10657) 133422

CUMBRIA

COUNTY COUNCIL
SETTLEBECK HIGH SCHOOL
Long Lane, Sedbergh
(Mixed 11 - 18, n.o.r. 1945)
Required from September 1985, a teacher of Maths to teach throughout the school to all abilities. Scale One. An ability to teach some C.D.T. would be an advantage.
Application forms and further particulars available from and returnable to the Head at the school by 14th June 1985 (e.a.e. please). (10583) 133422

DERBYSHIRE

See Derbyshire Display advert post reference DS/ 12/85 and AE/143/85 Page 51. (10378) 133422

DEVON

Please see displayed advertisement on Page 47. (11986) 133422

DONCASTER

EDLINGTON
COMPREHENSIVE SCHOOL
Wadworth, Doncaster DN12 1BA
Tel: Rotherham 864100
Headmaster: Mr J.G. Welch, M.A.
Required for September 1985, Scale 1 Mathematics teacher. A successful candidate will be expected to teach across the full ability range of pupils aged 13 to 16, possibility of 'A' level work could be available for a suitably qualified applicant.
Letter of application nominating two referees to the Head Teacher with c.v. and details. (10191) 133422

DORSET

ST. PETER'S R.C. SCHOOL
St. Catherine's Road,
Bournemouth BH6 4AH
Voluntary Aided 11 - 18, Co-Ed. Comprehensive.
N.O.R. 1315, 285 in Sixth Form
Required 8 September 1985, for one year, teacher of Mathematics. Scale 2. To teach C.S.E., 'O' level and 'A' level in a well established department.
Apply immediately to the Headmaster enclosing c.v. and the names and addresses of two referees. S.a.e. please for acknowledgement. (10569) 133422

DORSET

SHERBORNE GIRLS' HIGH SCHOOL
Long Lane, Sedbergh
(Mixed 1982)
Required from September 1985, a teacher of Maths to teach throughout the school to all abilities. Scale One. An ability to teach some C.D.T. would be an advantage.
Application forms and further particulars available from and returnable to the Head at the school by 14th June 1985 (e.a.e. please). (10583) 133422

DORSET

HANDLEY'S SCHOOL
Dorchester DT1 2AN
(Boys 13 - 18 Voluntary Aided, 750 on roll, 160 in Sixth Form)
Required from September 1985, a teacher of Mathematics (three) throughout the school. Scale 1.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, R. Abbott B.A., giving full curriculum vitae and the names and addresses of two referees. (04125) 133422

EAST SUSSEX

RINGMER SCHOOL
Ringmer, Lewes BN8 5NE
Comprehensive 11 - 18. Roll: 780
Required from September, Teacher of Mathematics (Scale 1).
Relocation grants available in approved cases.
Application by letter and curriculum vitae as soon as possible. Further details from the Headmaster (see please). (34577) 133422

ENFIELD

LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Required September 1985, teacher to take MATHEMATICS classes (remaining 2nd School (Scale 1). The post may suit newly qualified teacher.

WINCHMORE SCHOOL
Laburnum Grove, London N21 3BE
Roll 1350
Required in September 1985, Scale 1 teacher of MATHEMATICS to all levels of ability. 16+ examinations are currently being followed but students have several choices of syllabus at A level. There is a good department with a high level of examination achievement.
London Allowance - £617. Consideration given to assistance with removal, relocation costs, temporary housing and Inner London allowance.
Application forms (large SAE) obtainable from, and to be returned to, The Headmaster at the school as soon as possible. (04473) 133422

HAMPSHIRE

FERNHILL COMPREHENSIVE SCHOOL
Newlife Duke Road,
Farnborough, Hampshire GU14 9BY
11 - 16 Comprehensive Mixed n.o.r. 890
Required for September, Scale 1 Mathematics teacher with computer studies would be an advantage.
Assistance with removal expenses and rented housing may be available in approved cases and there is a wide range of housing to buy in the area.
Apply by letter to the Headteacher, P. Carey, giving full curriculum vitae and the names and addresses of two referees. (10324) 133422

HAMPSHIRE

ST. GEORGE CATHOLIC SCHOOL
Leaside Way, Southampton SO2 3QB
11 - 16 Comprehensive NOR: 800
Required September Scale 1 Mathematics teacher.
Application forms available from and to be returned to The Headmaster, Mr. Adcock.
Tel: 0703 554111 (e.a.e. please). (10506) 133422

HAMPSHIRE

EASTLEIGH BOROUGH COUNCIL
Eastleigh, Hampshire
SO5 5BY
Tel: 0703 612821
Required September 1985, Scale 1 Teacher of Mathematics (Scale 1). Computer studies would be an advantage.
Application forms and further details available from the Head Teacher, Mrs. P.A. Atherton
Closing date 14th June 1985. (10439) 133422

HAMPSHIRE

YATELEY SCHOOL
School Lane, Yateley,
Camberley, Surrey
(Comprehensive Mixed 11 - 18)
N.O.R. 1,000
Required for September 1985, Scale 1 Teacher of Mathematics to join a strong department in this highly successful and popular school. 'A' level work is available for a suitably qualified applicant.
Closing date as soon as possible.
Letter of application nominating two referees to the Head Teacher with c.v. and details. (10191) 133422

HARROW

EDUCATION COMMITTEE
WHITMORE HIGH SCHOOL
Pinner Avenue, Harrow,
Middlesex
Tel: 01-864 7688/9
An energetic Scale 1 teacher of mathematics and computers required to help develop the use of the latter throughout the school.
Candidates should be committed to mixed ability teaching and to equal opportunities for all.
Whitmore is a Co-Educational 12 - 16 High School.
Application forms from and to be returned to The Headmaster by 14th June 1985.
Please quote reference SCH/C.
Harrow is An Equal Opportunity Employer. (10654) 133422

HELENA ROMANES SCHOOL
Peregrine Downe, Great Dunmow CM6 3AU
(Roll 1,250)
Tel: 0371 3560/3361/3362
MATHEMATICS SPECIALIST. Scale 1
Required September 1985. Possibility Sixth form work; strong, successful department; good facilities. Rural co-educational school midway London-Cambridge.
Please apply immediately to the Head enclosing curriculum vitae and referees (include phone numbers and code) (foolscape s.a.e. please).

LAINDON SCHOOL
High Road, Laindon, Basildon SS15 6DD
(Roll 1,200)
Tel: Basildon 45871
MATHEMATICS TEACHER. Scale 1
Graduate to teach modern and traditional Mathematics to 'O' level and possibly beyond. Suitable point for new entrant.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

MOULSHAM HIGH SCHOOL
Brian Close, Chelmsford CM2 9ES
(Roll 1,600)
Tel: Chelmsford 260101
TEACHER OF MATHEMATICS. Scale 1
Required September 1985, an enthusiastic teacher in well-organised and successful department.
Letters of application with curriculum vitae and names of two referees to the Headteacher. From whom further details may be obtained (foolscap s.a.e. please).

HICKSTONES SCHOOL
Conrad Road, Witham
(Roll 727)
Tel: Witham 515756
TEACHER OF MATHEMATICS. Scale 1
Required for September 1985, to teach the subject throughout the school to examination level.
Further details and application form from the Head-teacher at the school (foolscape s.a.e. please).

THORPE BAY HIGH SCHOOL
Southchurch Boulevard,
Southend-on-Sea SS2 4UY
(Roll 1,030)
Tel: (0702) 586123
TEACHER OF MATHEMATICS. Scale 1
Required September, qualified teacher to join well organised and established department. Ideal first appointment.
Apply by letter as soon as possible (foolscap s.a.e. please).

WOODLANDS SCHOOL
Takely End, Basildon
(Roll 1,300)
Tel: Basildon 288146
MATHEMATICS. Scale 1 plus £264 fringe
Graduate to join strong department teaching Mathematics throughout the school. Required September 1985.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (33459) 133422

HARROW

EDUCATION COMMITTEE
HARROW WEALD
Whitchurch Gardens,
Harrow
Tel: 01-952 1378
MATHEMATICS - Scale 1
Required for September by the Head, P.E. Co-educational comprehensive high school (11 - 16 years) situated in a pleasant residential area. The school covers a full range of Mathematics work including that in the Kent Mathematics Project and a high proportion of 'O' level entries.
Application forms from and to be returned to Headmaster by 17.6.1985. Please enclose stamped addressed envelope.
HARROW — EQUAL OPPORTUNITY EMPLOYER (10058) 133422

HAVERING

LONDON BOROUGH OF HAVERING
FOREST LODGE SCHOOL
Lodge Lane, Romford RM8 2LD
(Roll 980 Mixed - Sixth Form 160)
Tel: Romford 46412
Headteacher: Mrs. P.A. Atherton
Required for September 1985 an enthusiastic teacher of Maths to join a well organised, stable department. Science courses are used to 16 plus and 'A' level.
Applicants should indicate their interest in writing to the Headteacher, including curriculum vitae and the names of two referees.

REDDEN COURT SCHOOL
Cotswold Road, Harold Wood, Romford RM3 0YS
(Roll 744 mixed)
Tel: Ingrebourne 48985
Headteacher: S.A. Groome, M.A.
Teacher of Mathematics Scale 1 required for September 1985, or as soon as possible to join a vigorous and committed department.
Applicants should be well established courses to C.S.E. Mode 3, 'O' level/GCE and Arithmetic GCE 'O' and 'A' level and applied Mathematics and Pure Mathematics to 'A' level. Successful candidate will be expected to teach initially up to 'O' level.
Applications from newly qualified welcome.
Letter of application with full curriculum vitae and the names of two referees should be sent to the Headteacher. (33463)

HEREFORD AND WORCESTER
COUNTY COUNCIL

WHITECROSS SCHOOL
Daggadlay Street, Hereford HR4 0EA

Required September, 1985, owing to secondment, Teacher for Maths and Computer Studies to 'O' level.
Forms and further details available from Headteacher. (s.a.e. please). (04898) 133422

HERTFORDSHIRE

BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford.
Required September, Teacher of Mathematics up to A level. Scale 1 plus London fringe allowance £258.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees.
(10358) 133422

ISLE OF MAN

BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
Co-educational
Comprehensive 11 - 18, 670 on roll
TEACHER OF MATHEMATICS, Scale 1
Required for September 1985.
Letters of application together with full curriculum vitae, and the names and addresses of two referees, to the Headmaster, Queen Elizabeth II High School, Peel (by 14th June, 1985. (10564) 133422

ISLE OF MAN

BOARD OF EDUCATION
CASTLE RUSHEN HIGH SCHOOL
Co-educational
Comprehensive 11 - 18, 900 on roll)
SPECIALIST TEACHER OF MATHEMATICS - Scale 1
Required for September 1985, to teach throughout the ability range.
Letters of application together with full curriculum vitae, and the names and addresses of two referees to Headmaster, Castle Rushen High School, Castletown. (by 14th June 1985. (10566) 133422

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SIMON LANGTON GIRLS' SCHOOL
Old Dover Road, Canterbury, Kent
(800 girls)
Required for September a teacher of Mathematics (RMP) to teach Mathematics to popular expanding Sixth Form with a good record of 'A' level results. Graduate candidate also offering Computer Studies and Economics would be welcome, as would a graduate teacher in this experienced department.
The school found in 1880, is now handsomely housed on the outskirts of this University City.
Details may be obtained from Jim Headman (Canterbury 463711) to whom a letter of application should be written stating qualifications and experience in full and giving the names of two referees.
Enclose stamped, addressed envelope for acknowledgement and notification as required. Please do not enclose a s.a.e. and be sure to apply by 5th should assume unsuccessful.

SIR ROGER MANWOOD'S SCHOOL
Sandwich, Kent, CT13 9JX
Voluntary Controlled Aided
Grammar School 11 - 18
550 pupils including 6th, boarders and 140 sixth formers
Required for September 1985, Mathematician for Scale 1 post to teach Mathematics throughout the school. Interest in Computing welcomed. Ability and willingness to help with rugby, hockey, cricket, or D. of E. Scheme an advantage.
Application form/details (foolscap s.a.e.) from the Headmaster.

THE RUNDRED OF HOO SCHOOL
High Road/Rochester Kent
Tel: 0634 250374
Co-educational 1,200 pupils
Well qualified teachers for the this Upper Comprehensive. Well established G.C.E. 'A' 'O' and C.S.E. courses are being taught, extensive facilities being available with room to maintain the high standards of work and behaviour of pupils of the school.
Letter of application and the names of 2 referees to be forwarded to the Headmaster with S.A.E. for acknowledgement.

MEDWAY DIVISION
HIGHFIELD SECONDARY SCHOOL
Saltpour Road, Chatham, Kent ME5 8HA
Scale 1 teacher for Mathematics for all years 1-5 culminating in external examination level work.
Full CV with names and addresses of two referees to the Head Master (SAE please). (10545) 133422

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MOOR END HIGH SCHOOL
Dryclough Road, Crosland Moor, Huddersfield HD4 5JA
Ref 548
Required for September 1985 a temporary SCALE 1 teacher of MATHEMATICS to teach the full range of ages and abilities in this 11 to 16 comprehensive school. The appointment is temporary to cover the absence of a permanent member of staff on maternity leave.
Application forms (s.a.e.n. please) from the Head Teacher and completed forms should be returned within 14 days of this advertisement.
Equal opportunity employer. (10702) 133422

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

NEWARKE SCHOOL
Imperial Avenue, Leicester LE3 1AH

(11 - 16 Secondary)

Roll 682

MATHEMATICS/ COMPUTER STUDIES SCALE 1

Required August 1985, teacher of Mathematics with ability to assist in Computer Studies also.

Please contact the Headteacher for further details and application forms (SAE). (33432) 133422

NEWHAM

LONDON BOROUGH OF NEWHAM
STRATFORD SCHOOL
Upton Lane, London E7 9PR
Head Teacher: Mr. J. Hall
Number on roll: 1040
TEMPORARY TEACHER OF MATHEMATICS AND SCIENCE (One Year) Scale 1
Required: September 1985. A teacher is required for Mathematics and Science teaching. The post may be suitable for a newly qualified teacher who will welcome opportunity to work in a well-organised, successful department. They will be asked to teach a fairly wide range of age and ability.
LONDON ALLOWANCE £1,038.
Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 11th June 1985. DIRECTOR OF EDUCATION, Education Offices, 370/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10168) 133422

NEWHAM

LONDON BOROUGH OF NEWHAM
PROFESSIONAL SUPPORT SERVICES
ADVISORY TEACHERS FOR MATHEMATICS
Required: September 1985. As a result of the resignation of successful bid for a D.E.S. curriculum development project for the teaching of Mathematics in the schools two temporary 3 year appointments are available from September 1985 in the Inner London area.
1) To undertake a feasibility study of ways of improving the secondary Mathematics (Scale 4).
2) To develop Microcomputer as an aid to teaching Mathematics in secondary schools (Scale 3).
Previous applicants will be considered.
LONDON ALLOWANCE £1,038.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 11th June 1985.
DIRECTOR OF EDUCATION, Education Offices, 370/383 High Street, Stratford E15 4RD.
An Equal Opportunity employer. (10702) 133422

NORTHAMPTONSHIRE

LODGE PARK SCHOOL
Shelley Way, Corby,
Northants. NN17 2LW

MATHEMATICS TEACHER (Scale 1)

Required in September in this Group 4 Comprehensive School on the outskirts of Corby Town. Qualified applicants should be able to teach either the full ability range or to offer specialist remedial skills; also be willing to participate in curricular developments with the 11 - 16 scheme which in September progresses into the 3 Year. Good opportunities for extra-curricular activities.

Please send c.v. with names of referees and any Job description and email details by return. Apply: Headmaster, Lodge Park School, Shetland Way, Corby, Northants. NN17 2LL. (04862) 133422

OXFORDSHIRE
COUNTY COUNCIL
CHILTERN EDGE SCHOOL
Reades Lane Sonning
Common, Reading RG4 9LN
11 - 16 Comprehensive. 1,100 on roll
Required for September 1985, an Assistant teacher of Mathematics to work in a well established and successful department.
Mathematics is taught to all pupils to 'O' level and the candidate appointed will be expected to be able to teach to this level and beyond.
There is a highly successful fourth year 'O' level group which takes A/O Maths at the end of the 5th year.
Ability to teach Computer Studies to examination level essential/advantageous.
Apply at once to the Headteacher, giving full curriculum vitae and names to two referees and enclosing a s.a.e. (04296) 133422

SHROPSHIRE
EDUCATION COMMITTEE

PHOENIX SCHOOL
Manor Road, Dawley, Telford

Required for September 1985 temporary for one year, Scale 1 teacher of Mathematics to teach across the ability range.

Application form and details from the Head (04073) 14th June 1985. (10473) 133422

SHROPSHIRE
EDUCATION COMMITTEE

ORLETON PARK SCHOOL
Orleton Lane, Wellington, Telford

Required for September 1985, Scale 1 Mathematics post with some Physics to start for one year.

Application form and details from the Head (04074) 133422

SOLIHULL
EDUCATION COMMITTEE
SCHOOL OF MATHEMATICS TEACHERS
There are vacancies for imaginative and enthusiastic teachers in the Mathematics teaching team in September 1985, for one post initially. Ability to teach Computer-Science or Statistics would be an advantage.
It is envisaged that by the time of interview it will be clear as to which specific new vacancies to be filled.
Apply by letter enclosing c.v. and stating two referees to: Director of Education, P.O. Box 20, Council House, Solihull, West Midlands B91 3QD (e.a.e. please). (10620) 133422

STAFFORDSHIRE
BIDDULPH HIGH SCHOOL
Conway Road, Knypersley, Biddulph, Stoke on Trent
NO. on roll: 990 with 180 in Sixth Form
Teachers of MATHEMATICS and COMPUTER STUDIES (Scale 1) required for September, 1985. The applicant will have a strong Department with excellent standards. The candidate will be expected to teach across the ability range, including 'A' level.
Applications by letter including curriculum vitae and names of two referees, to be sent to the Headteacher at the school.
Canvassing will disqualify. Closing date 10 days after publication. Trade Union membership not compulsory.
STAFFORDSHIRE COUNTY COUNCIL. (04876) 133422

SURREY
EDUCATION COMMITTEE
ST. PAUL'S CHURCH OF ENGLAND SCHOOL
Church Lane, Addlestone KT15 1SP
Scale 1 Teacher of Mathematics required to teach Maths to all years of this 12 - 16 Comprehensive School which opens in September 1985 following the merger of The Addlestone County Secondary School and St. Paul's County Secondary School.
Additionally
For further details and application form please contact Mr. E.A. Dain, Head Designate, on Weybridge 47041. (10307) 133422

WARWICKSHIRE

ETONE SCHOOL
Leicester Road, Nuneaton CV11 6AA

Required for the 28th August 1985, a teacher of Mathematics to teach throughout the school.

Warwickshire Mathematics project is used for less able pupils in the upper school.

Computer studies may be available if desired.

Apply by letter enclosing curriculum vitae and names and addresses of two referees. Closing date 13th June 1985. (12261) 133422

WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL
Bradford on Avon

730 pupils - Sixth Form 210

(Mixed 11 - 18
Comprehensive 13 - 18 Sixth Form 150)

MATHEMATICS - SCALE 1

Required for September or January, teacher of Mathematics (specifically to teach to 'A' level including Further Mathematics for appropriately qualified graduate, or alternatively the post could be filled by someone who only teaches to 'O' level.

Further details and application forms available from the Headmaster on receipt of a stamped addressed envelope, to whom application forms should be returned as soon as possible. (04258) 133422

WILTSHIRE
COUNTY COUNCIL

KINGDOWN SCHOOL
Warminster

(Comprehensive, Mixed, 11 - 18, 1330 pupils)

MATHEMATICS (SCALE 1)

Required for September 1985, Scale 1 teacher of Mathematics to join a very successful department with a flourishing full ability and age range.

There are two posts available, either of which may offer A Level teaching.

Further details and application forms are available from the Headteacher, Kingdown School, Warminster. (10588) 133422

WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL
Bradford on Avon

730 pupils - Sixth Form 210

Required for January, 1986 (earlier if possible), Head of Modern Languages Department. Scale One. Candidates should have a good honours degree (main) French, subsidiary German or Russian) with PGCE. and be able teachers and good organisers. Extra-curricular activities and considerable opportunities for development for a full commitment teacher prepared to work hard, provide leadership, take part in exchange visits and be involved in extra-curricular activities.

Letters of application (no forms) to the Headmistress with full details of qualifications, experience, interests and the names of two referees. S.A.E. (04151) 133618.

Modern Languages

Heads of Department

HAMPSHIRE

REGIONAL SIXTH FORM SCHOOL
King Edward Avenue,
Southampton SO9 4LY
(12 - 16 Comprehensive NOR: 800 Girls)
Redevelopment, previous applicants are still under consideration.
Required January Scale 3 Head of Modern Languages - French and German/Spanish.
SAE to Head for further details. (10030) 133618

NORTHAMPTONSHIRE

LINGS SCHOOL
Billing Brook Road,
Northampton NN3 8NG

HEAD OF MODERN LANGUAGES Scale 3

Required for January 1986 to work within the Language and Literature Faculty of this purpose-built comprehensive Upper (13 - 18) school.

Further details and application forms from the Headmaster (sae please). (10592) 133618

Scale 2 Posts and above

ESSEX

WOODLANDS SCHOOL
Takely End, Basildon
Tel: Basildon 288146
MATHEMATICS. Scale 2 plus £264 fringe
Well-qualified teacher to join enthusiastic team in well established 11 - 18 school. Required September.
Curriculum Vitae and names of referees to Headteacher (foolscap s.a.e. please). (10477) 133620

HAVERING

LONDON BOROUGH OF HAVERING
REDFORDS PARK SCHOOL
Appleby Drive, Romford RM3 7SJ
Tel: Ingrebourne 71331
(Mixed 11 - 18, 1330 pupils)
Headteacher: R.J. Bracken BA
Required September 1985 a well-qualified graduate (Scale 2) Mathematics teacher to be in charge of German and able to teach some French. Ability to teach A level preferred teacher, although non-specialists welcome to apply.
Letter of application enclosing full curriculum vitae and the names and addresses of two referees should be sent to the Headteacher. (10634) 133620

WILTSHIRE

SOUTH WILTS GRAMMAR SCHOOL
Downton

730 pupils - Sixth Form 210

Required for September 1985 a good Honours graduate in French with P.G.C.E. to teach French and advanced level and Oxbridge entrance standard and ability essential for strong subsidiary subject which might be one of the other languages taught in the school i.e. Russian, German, Latin. Willingness to participate in extra-committed teacher who will want to take part in foreign exchanges and other extra-curricular activities. The post is available from September 1985 since the school will commence its new Queen's Buildings for the range of second academic teaching or for a new entrant.
Letters of application (no forms) to the Headmistress with full details of qualifications, experience, interests and the names of two referees. S.A.E. (04151) 133618.

Scale 1 Posts

BEDFORDSHIRE

NORTHERN AREA
MARK RUTHERFORD UPPER SCHOOL
Wentworth Drive, Bedford
Tel: Bedford 64541
Required September 1985, 13 - 18 Co-educational Comprehensive Upper School Teacher of Mathematics.
A full time post will be available from Autumn and Spring terms and a Current Grant (TB) post for the Summer Term.
An ability to teach German would be an advantage.
Application forms and further particulars obtainable from the Headmaster, e.a.e. please. (04857) 133622

BEDFORDSHIRE

SOUTHERN AREA
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard, Beds.
NOR (060 form) 900 in Sixth Form)
Required for September 1985, a well-qualified graduate (Scale 1) Mathematics teacher French in a high expectancy school. Willingness to take Courses to CSe 'O' and 'A' in both languages with teaching available at all levels. Well equipped department plus a resource base. Exchange programmes to France and Germany.
Application forms and further details obtainable from and returnable to the Head of the School, see please. (03438) 133622

BEDFORDSHIRE

SOUTHERN AREA
VANDYKE UPPER SCHOOL & COMMUNITY COLLEGE
Vandyke Road,
Buzzard, Beds.
Headmaster: Mr B. Vaughan, LL.B., J.P.
(Middle 9 - 13 200 in Sixth Form
Required for September 1985 a teacher of French for a large well equipped Department with Laboratory. Ability to teach 'A' level from the outset essential. Flourishing exchange programme. German at subsidiary language helpful but not essential.
Application forms and further particulars obtainable from returnable to the Headmaster at the School.
Stamped addressed label or large envelope appreciated. (10348) 133622

BIRMINGHAM

KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS
KING EDWARD ROAD,
B14 7QJ
Voluntary Aided Grammar School, 1040 girls)
Required for September 1985, teacher of MODERN LANGUAGES (Scale 1) initially French with possibility of increasing GERMAN later.
Details and forms from Acting Headmistress, Gloria Lane, Sweeney. Closing date 19th June. (10161) 133622

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EXLEY SECONDARY SCHOOL
Park Avenue, Exley, Halifax HX3 9LG
Required from August 1985, a teacher of FRENCH (Scale 1). An interest in Library and Resources desirable.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 14th June 1985. (10461) 133622

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
STANGROUND SCHOOL
Peterborough Road, Fletton, Peterborough PE7 3BW
Tel: Peterborough 54071
(11 - 16 Co-Educational)
Head Teacher: Mr. R.C. Baker, M.A. M.Phil.
(800/11) 1000
Required for September, 1985:-
This is a temporary post to cover for the maternity leave of a member of staff.
A teacher of French (Scale 1) to use all abilities to 'O' level with the possibility of 'A' level for a suitable candidate. Also required that the appointment will be required until July, 1986 with the possibility of a job sharing temporary part-time post after that date.
Strong element of seven with French up to all abilities in years 1, 2, 3 and the majority of pupils continue the subject at 4/5th level.
Further details and application form available from the Head Teacher (e.a.e. first class). Closing date 14th June, 1985.

THE QUEEN'S SCHOOL
Queen's Gate, Wisbech, Cambs. PE13 3EA
Tel: Wisbech 585991
(11 - 16 MIXED COMPREHENSIVE)
Headmaster: Mr. J.H. Piercy, B.Sc.
Required for September, 1985:-
1. A teacher of German Scale 1.
2. For 1985/86 the teaching will be mainly at Queen's Boys' School or Queen's Girls' School, both 11 - 16 schools, but in September 1986 these schools will combine to form the new Queen's School.
Application forms and further details may be obtained from the Headmaster at the above address (e.a.e. first class) to whom completed forms should be returned by 14th June, 1985.

CAMBRIDGESHIRE
(Equal Opportunity Employer)
CAMBRIDGE AREA
SWAVESEY VILLAGE COLLEGE
Required for September, teacher of FRENCH, Scale 1 (Ref. 1930) to teach throughout this 11 - 16 comprehensive. Initially Sixth Form. Ability to teach German an advantage.
Applications immediately by letter to the Headmaster giving full curriculum vitae and names of two referees. (10088) 133622

CHESHIRE

CHURCHDOWN SCHOOL
Hillview Road, Churchdown, Gloucester GL3 2EH
Required for September, teacher of FRENCH, Scale 1 to teach throughout this 11 - 16 comprehensive. Initially Sixth Form. Ability to teach German an advantage.
Applications immediately by letter to the Headmaster giving full curriculum vitae and names of two referees.
(10088) 133622

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
CHURCHDOWN SCHOOL
Hillview Road, Churchdown, Gloucester GL3 2EH
Required for September, teacher of FRENCH, Scale 1 to teach throughout this 11 - 16 comprehensive. Initially Sixth Form. Ability to teach German an advantage.
Applications immediately by letter to the Headmaster giving full curriculum vitae and names of two referees. (10088) 133622

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
STROUD
Required for September, graduate teacher of French throughout the School up to O and A level. Ability to help with foreign exchanges and coaching of major games, an advantage. Marling is a boys selective school of 800 with 170 in Sth form.
Applications by letter to Headmaster enclosing CV and S.A.E. (10367) 133622

BIRMINGHAM

KING EDWARD VI CAMP HILL SCHOOL FOR GIRLS
KING EDWARD ROAD,
B14 7QJ
Voluntary Aided Grammar School, 1040 girls)
Required for September 1985, teacher of MODERN LANGUAGES (Scale 1) initially French with possibility of increasing GERMAN later.
Details and forms from Acting Headmistress, Gloria Lane, Sweeney. Closing date 19th June. (10161) 133622

CALDERDALE

METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
EXLEY SECONDARY SCHOOL
Park Avenue, Exley, Halifax HX3 9LG
Required from August 1985, a teacher of FRENCH (Scale 1). An interest in Library and Resources desirable.
Application forms and further details obtainable (on receipt of foolscap s.a.e.) from the Headteacher to whom completed forms should be returned by 14th June 1985. (10461) 133622

CAMBRIDGESHIRE

EQUAL OPPORTUNITY EMPLOYER
STANGROUND SCHOOL
Peterborough Road, Fletton, Peterborough PE7 3BW
Tel: Peterborough 54071
(11 - 16 Co-Educational)
Head Teacher: Mr. R.C. Baker, M.A. M.Phil.
(800/11) 1000
Required for September, 1985:-
This is a temporary post to cover for the maternity leave of a member of staff.
A teacher of French (Scale 1) to use all abilities to 'O' level with the possibility of 'A' level for a suitable candidate. Also required that the appointment will be required until July, 1986 with the possibility of a job sharing temporary part-time post after that date.
Strong element of seven with French up to all abilities in years 1, 2, 3 and the majority of pupils continue the subject at 4/5th level.
Further details and application form available from the Head Teacher (e.a.e. first class). Closing date 14th June, 1985.

THE QUEEN'S SCHOOL
Queen's Gate, Wisbech, Cambs. PE13 3EA
Tel: Wisbech 585991
(11 - 16 MIXED COMPREHENSIVE)
Headmaster: Mr. J.H. Piercy, B.Sc.
Required for September, 1985:-
1. A teacher of German Scale 1.
2. For 1985/86 the teaching will be mainly at Queen's Boys' School or Queen's Girls' School, both 11 - 16 schools, but in September 1986 these schools will combine to form the new Queen's School.
Application forms and further details may be obtained from the Headmaster at the above address (e.a.e. first class) to whom completed forms should be returned by 14th June, 1985.

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities Employer)
STROUD
Required for September, graduate teacher of French throughout the School up to O and A level. Ability to help with foreign exchanges and coaching of major games, an advantage. Marling is a boys selective school of 800 with 170 in Sth form.
Applications by letter to Headmaster enclosing CV and S.A.E. (10367) 133622

DUDLEY

METROPOLITAN BOROUGH COUNCIL
Equal Opportunities Employer

HILLCREST SCHOOL AND COMMUNITY COLLEGE
Sturmis Lane, Netherton, Dudley, West Midlands DY2 0PP
(12 - 16 co-ed. comp. Group 10)

For September, enthusiastic and well qualified TEACHER of GERMAN with FRENCH throughout non resident. One year appointment in first instance.

Letters of application with c.v. and naming two referees to Principal without delay.

CRADLEY HIGH SCHOOL
Homer Hill, Halesowen, West Midlands B63 2TU
(11 - 16 co-ed. comp. Group 10)

For September, TEACHER of SPANISH with FRENCH (Scale 1). Spanish is a rapidly developing subject in this 13 - 16 school. Temporary one year appointment in first instance.

Further details/application form (on receipt of s.a.e.) from and returnable to Headteacher by 14th June. (10595) 133622

EAST SUSSEX

HAILSHAM SCHOOL
Battle Road, Hailsham BN27 1DT
Comprehensive mixed, 11 - 18. Roll: 1430
Required from September: French Teacher/Scale 1/Ability to teach German an advantage.
Relocation grants available in approved cases.
Application forms (see please) from the Head Teacher. (11977) 133622

ESSEX

BASSENBROOK
KNIGHTSWOOD SCHOOL
Bassenbrook Road, Stanford-le-Hope SS17 0NS
(01-4857516/1356
MODERN LANGUAGES. Scale 1 (London Fringe Allowance)
Temporary appointment for Autumn Term 1985 as part of Spring Term 1986, covering maternity leave. Excellent accommodation and auxiliary help.
Further details by request. Curriculum vitae and names of referees to the Headteacher (foolscap s.a.e. please).

RAINSFORD SCHOOL
Rainsford Road, Chelmsford Tel: 0245 356251
(Roll 655 girls)
TEACHER OF FRENCH AND SPANISH, Scale 1
Required September, to work in department in second year of curriculum innovation. Skills followed: Action and Classroom Interaction, communication, educational/safety and 'O' level.
Application by letter with c.v. and two referees (immediately (foolscap s.a.e. for further information).
PRIORY WAY HIGH SCHOOL
Southchurch Boulevard, Southend-on-Sea SS2 4UY
Tel: (0702) 586123
(Roll 1,030): TEACHER OF GERMAN AND FRENCH, Scale 1
Required September, qualified teacher to develop department. Opportunity for active involvement.
Apply by letter as soon as possible (foolscap s.a.e. please). (10478) 133622

HAMPSHIRE

FORT HILL SCHOOL
Kenilworth Road,
Basingstoke, Hants. RG23 8JQ
11 - 16 Comprehensive and community high school
N.O.R. 859 Mixed
Temporary teacher of French required to cover for Maternity leave from September for approximately 1 year.
Apply to the Headmaster with curriculum vitae, naming two professional referees. S.A.E. for further details. (10159) 133622

HAMPSHIRE

FORT HILL SCHOOL
Kenilworth Road,
Basingstoke, Hants. RG23 8JQ
11 - 16 Comprehensive and community high school
N.O.R. 859 Mixed
Temporary teacher of French required to cover for Maternity leave from September for approximately 1 year.
Apply to the Headmaster with curriculum vitae, naming two professional referees. S.A.E. for further details. (10159) 133622

HAMPSHIRE

THE FELTHAM SCHOOL
Bowalls Lane, Feltham, Middlesex TW13 7EF
Tel: 01-890 1161
(11 - 18) Co-educational Comprehensive School)
Required from September 1985 a Scale 1 teacher of French. The successful candidate will be able to teach across all abilities throughout the school and will join a well established team of five staff which has just moved into a new suite of rooms. Spanish is taught and scope exists to develop language courses associated with the continued reception programme. A willingness to undertake a small amount of school based outside activities would be helpful.
Every member of staff is attached to a Year Group for pastoral work and is expected to contribute to the life and work of that Year.
The second phase of building to provide an ambitious single Sports Complex and Pool is due for completion this year.
Subsequent phase provides an extensive leisure facilities. There are also considerable opportunities for career development within School and Community. A willingness to be involved in Adult Education Provision would be an advantage.
LONDON ALLOWANCE £678 PAYABLE.
Letters of application (no

LANGUAGES
continued

NORTHAMPTONSHIRE

SOUTHFIELD SCHOOL FOR GIRLS
Lewis Road, Kettering, Northants. NN15 6RE

APPOINTMENT Scale 1

Southfield School for Girls requires from September 1985, for one term only in the first instance, a qualified TEACHER OF FRENCH of GCSE level. One full-time or two part-time appointments would be possible.

Further details and forms of application, to be returned within two weeks of this advertisement from Miss S.E. Lang the Headteacher. (04867) 133622

NORTHAMPTONSHIRE

LATIMER SCHOOL
Casals Road, Desborough, Seagrave, Kettering, Northants. NN15 6SW

Required for September, ASSISTANT FOR FRENCH in the Modern Languages Department of this 11-16 co-educational comprehensive school of 950 pupils (Scale 1). This is a one-year temporary post to cover secondment. Applicants should be able to teach French throughout the whole range, including the Languages paper at A level.

Please write as soon as possible to the Headteacher with details of qualifications and experience, and names and addresses of two referees. (04869) 133622

NORTHAMPTONSHIRE

CHENEY CHENDERIT SCHOOL
Archery Road, Middleton Cheney, Banbury, Oxon OX17 2QR

TEACHER OF GERMAN
Scale 1

Required from September 1985 a lively, well qualified TEACHER OF GERMAN (scale 1) to join an enthusiastic, successful department.

German is the first foreign language taught in efficiently designed premises which include a language laboratory. There are thirty acres of playing fields and a residential centre in Southern Germany and in France.

Cheneyite is a group 10, purpose-built comprehensive school, serving a developing and attractive rural area of south-west Northamptonshire, Oxford and the Cotswolds are within easy reach. The school was opened in 1979, is attractively designed and retaining the drive and momentum of a new school and a young, energetic staff. (04871) 133622

OXFORDSHIRE

COUNTY COUNCIL
CRANLEY SCHOOL
Ruskin Road, Banbury OX16 9HY

Mixed Comprehensive 11 - 19, NOR 2000, Sixth Form 350

Required for September (unless otherwise stated):
FRENCH to A level, to join an outstanding Language Faculty. An ability to offer German as a second language is essential. Scale 3 or 4 on appointment will also be required to act as TUTOR to a mixed ability tutor group.

Further details from the Principal on receipt of S.A.E.

Closing date two weeks after the appearance of this advertisement. (04500) 133622

OXFORDSHIRE

COUNTY COUNCIL
COOPER SCHOOL
Churchill Road, Bicester OX6 7TS

Group 10. Number on roll 900
Required for September 1985 for one year initially, a well qualified, enthusiastic graduate to teach French in the 11-16 school.

Applications are welcomed from both experienced and newly qualified teachers.

Letters of application, naming two professional referees should be sent to the Headteacher within seven days of the appearance of this advertisement. SAE please. (04397) 133622

SHROPSHIRE

EDUCATION COMMITTEE

LUDLOW SCHOOL
Burway, Ludlow, Shropshire

Required for September 1985, Scale 3 energetic and enthusiastic teacher of Modern Languages required to join a progressive and forward looking department in an 11 - 16 school. An ability to contribute to new GCSE courses is essential. temporary for one year.

Application form and details from the Head (SAE).

Closing Date 14th June 1985. (01) 0952 [illegible] 133622

SCHOOL SHIRE
EDUCATION COMMITTEE

BELVIDERE SCHOOL
Crowmere Road, Monkmoor, Shrewsbury

Required for September 1985, 1 temporary teacher of Modern Languages. French with German.

Application forms and details from the Head (SAE). (10521) 133622

STAFFORDSHIRE

CHASETERRACE HIGH SCHOOL
Bridge Trow Road, Burntwood, Nr. Lichfield
Required for September 1985, Graduate Modern Language Teacher (Scale 1) to teach GERMAN to 'O' Level and FRENCH to 'O' Level and C.S.E.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

KING EDWARD VI SCHOOL
Upper St., John Street, Lichfield WS14 9EE
Required for September 1985, posts (honours graduate) to teach FRENCH and GERMAN in a strong Modern Languages Department. Scale 3 for experienced candidate. This is up 11 - 18 school with 200 in Sixth Form.

Application forms obtainable from and returnable to the Headteacher (s.a.e.).

Canvassing will disqualify. Closing date 10 days from publication.

Trade Union membership desirable.

STAFFORDSHIRE COUNTY COUNCIL. (03447) 133622

SUFFOLK

COUNTY COUNCIL
DEBEN HIGH SCHOOL
Carrison Lane, Felixstowe IP11 7RF

11 - 18 Mixed Comprehensive
Roll 850

Required for September 1985 an Assistant Teacher of FRENCH WITH GERMAN OR RE to join a department of five teaching all ages and ability to 'A' level.

Further details and application form from the Head (s.a.e. please) completed forms to be returned by 14 June 1985. (10061) 133622

WILTSHIRE

SHELDON SCHOOL
Chippenham SN15 5BJ

Tel: (0249) 651216

Co-educational 11 - 18 Comprehensive

Scale 1 Post

Required for September, a teacher to join the Modern Languages Faculty. The successful candidate will be able to offer French and German to A level at 16plus. There may be a possibility of Sixth Form work. Sheldon is a participating school within the Wiltshire TVEI scheme, which the faculty expects to make a contribution.

Applications from newly qualified teachers will be welcome.

Further details available on receipt of SAE.

Applications should be by letter to the headteacher, Mrs C. Brown, and should include a full curriculum vitae and the names and addresses of two referees. (10648) 133622

WILTSHIRE

HIGHWORTH WARNEFORD SCHOOL
Shrivenham Road, Highworth, Swindon SN6 7BZ

Head Teacher: Mr R.M. Greydon

Mixed 11 - 16 Comprehensive School

Estimated N.O.R. September, 1985 - 823

Modern Languages Scale 1 required September, 1985 to cover the maternity leave of a teacher of French until the 31st August, 1985. Teaching of French to join a lively and successful department in this pleasant rural Comprehensive School. Ability to teach German desirable.

Letter of application, C.V. and names and addresses of two referees to the Head Teacher at the school from whom further details are available (S.A.E. please). (10388) 133622

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
OAKLEY SCHOOL
Oxton Avenue, Leasowe, Wirral L46 1QA
(500 on roll - 11-18)

Required for September 1985 A TEACHER OF FRENCH (Scale 1). To teach throughout the school (including CSE, O and A level).

Apply by letter, as soon as possible to the Headmistress, giving full curriculum vitae and names of referees. (11952) 133622

Music

Scale 2 Posts and above

DERBYSHIRE

See Derbyshire Display advert post reference D/238/50 Page 51. (10578) 133820

HEREFORD AND WORCESTER
COUNTY COUNCIL

THE ELGAR HIGH SCHOOL
Bilford Road, Worcester WR3 8EP

(11 - 16)

Required from September, 1985. Scale 2 teacher of Music.

Further details and application forms from Headmaster. (04480) 133820

HERTFORDSHIRE

HILLSIDE SCHOOL
Hillside Avenue, Boreham Wood, WD6 1HN
(Group 9 Upper School)

Required from September, qualified graduate TEACHER OF MUSIC to direct extra-curricular music including instrumental tuition, and two choirs, junior and sr. music classes. Specialist music teaching in this mixed, all-ability upper school with 6th form. All the teaching week. Appointment at Scale 2 will be to teach PART-TIME, or offer of full-time post (scale 3) to 5th year levels.

Modern suite of rooms, specialist rooms, with secure equipment store. Suited post available immediately. Keen to play full part in school life, having new community theatre.

Apply as soon as possible by letter to Headmaster, with details of two referees. (10459) 133820

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE GRAMMAR SCHOOL FOR GIRLS
Deakin Leas, Tonbridge, Kent
650 girls including over 200 in the Sixth Form.

Required for September 1985 or January 1986 a fully qualified Teacher for CLASS MUSIC. Candidates to play a major role in a lively department, teaching to all levels. Good keyboard facility essential. A Scale 2 post is available for a well qualified person with good experience, but a beginner would be considered. A temporary appointment for one year or Autumn Term would be possible.

Please apply by letter to the Head Mistress at the school with curriculum vitae and the names and addresses of two professional referees, and references s.a.e. (10548) 133820

Scale 1 Posts

AVON COUNTY

HENBURY SCHOOL
Northfield Road, Henbury, Bristol BS10 7QJ
Required from 1st September 1985, A teacher of Music with energy and enthusiasm for an extra-curricular activity, instrumental tuition at level at 16plus. Scale 1 post.

Further details and application form from the Headteacher (please), and letters of application to the Headteacher immediately giving full c.v. and names of two referees.

Avon is an equal opportunities employer. (10149) 133822

BEDFORDSHIRE

EDUCATION SERVICE
COUNTY STAFF (MUSIC)
TEACHER

Required for September, 1985, a full-time peripatetic Viola/Violin teacher. Scale 1/2. Instructor. A Scale 2 is available for a suitably qualified person.

Application form from the Chief Education Officer, (FAO Mr. Ross), County Hall, Bedford. (04880) 133822

SANDWELL
METROPOLITAN BOROUGH COUNCIL
INSTRUMENTAL MUSIC TEAM

Required September 1985, 11(1) and 12(1) Scale 1/2 according to qualifications and experience

This person appointed will be required to teach in Primary and Secondary Schools. Group tuition is encouraged and the area is a thriving tradition of instrumental provision. The post may include a commitment with Saturday music centre and the successful will offer the opportunity of playing in local orchestras.

Application forms and further details may be obtained from and returnable to the Director of Education Department, P.O. Box 41, West Bromwich, Sandwell Council is an equal opportunity employer. Canvassing of members of the authority will disqualify. (10119) 133822

Scale 1 Posts

AVON COUNTY

THE CASTLE SCHOOL
Park Road, Thornbury, Bristol BS12 1PX
Full-time teacher of Girls' Physical Education to teach throughout the 11-18 mixed comprehensive with 1300 pupils (up to 6th form).

Further details from (telephone) the Headteacher immediately giving full c.v. and names of two referees.

Avon is an equal opportunities employer. (04070) 133622

AVON COUNTY

COTHAM GRAMMAR SCHOOL
Cotham Lawn Road, Bristol BS6 6DT
Required from 1st September 1985, full-time, permanent teacher of Girls' Physical Education and interest in second subject - preferably English or Geography.

Further details from (please enclose letters of application) to the Headteacher immediately giving full c.v. and the names and addresses of two referees.

Avon is an equal opportunities employer. (04085) 133622

BRENT

LONDON BOROUGH OF BRENT
PRESTON MANOR (MIXED) HIGH SCHOOL
Carlton Avenue East, Wembley HA9 8NA

Tel: 01-904 1669
(Roll: 1208. Excellent modern facilities in all subjects)
Required from September 1985 - Qualified TEACHER OF P.E. (Scale 1) for two terms to cover maternity leave. Department with a wide range of activities. An interest in Dance would be an advantage.

Qualified TEACHER of P.E. who can also offer English in the junior part of the school. A thriving department with a full range of activities for pupils. Scale 1).

London Allowance £1,038 per annum is payable.

Brent is an Equal Opportunities employer.

Brent is fundamentally committed to Multi-Cultural Education.

Application forms (see) obtainable from the Head-teacher, returnable within 14 days. (10321) 133622

DERBYSHIRE

See Derbyshire Display advert post reference A/87/19 Page 51. (10381) 133622

DEVON

Please see displayed advertisement on Page 47. (11990) 133622

Pastoral

Heads of Department

DUDLEY

THE RUCKPOOL SCHOOL
See advertisement under Secondary/Remedial/Heads of Dept. (10227)

Scale 2 Posts and above

ESSEX

UNNULINE CONVENT HIGH SCHOOL
Queen's Road, Brentwood CM14 4HE
HOUSEMISTRESS
Required September 1985, for the Boarding Unit of 60 girls aged 11 - 18 years. Salary Grade 3 £6,555 - £7,329 per annum plus private and sleeping-in allowance. Christian Christian essential, with some relevant experience and a willingness to participate in current driving licence.

Application forms available from and returnable to Mid-Essex Area Education Office, C.E.C., Bay Court, County Hall, Chelmsford CM2 6WN (Hawthorn s.a.e. please). 6408. (10205) 134022

WEST SUSSEX

STEYNING GRAMMAR SCHOOL
Steyning
Co-educational Voluntary Controlled, 11 - 18, Day and Boarding. Roll 2220 (including 108 boys boarders and 350 in Sixth Form)

Required September enthusiastic teacher of MUSIC to teach largely in Lower School. A musician committed to curriculum and extra curricular activities and who will develop the strong choral and orchestral tradition. Although a competent pianist is necessary both experienced and newly qualified applicants will be considered.

Please apply to Headmaster, by letter, quoting names and addresses of two referees. (10153) 133822

WEST SUSSEX

DURRINGTON HIGH SCHOOL
The Boulevard, Worthing Roll 1400

This strongly established co-educational 11 - 18 Comprehensive High School requires for September 1985 a specialist teacher of MUSIC in a well-regarded department. Ring Sally Rose, County Hall, Worthing 44855 for job details or apply immediately by letter to the Headmaster with full c.v. and two referees. (10155) 133822

Physical Education

Scale 2 Posts and above

ESSEX

ST. CLERE'S COMPREHENSIVE SCHOOL
Main Lane, Stanford-le-Hope
Tel: Stanford (0375) 41001
(Roll: 900. 6 - 6. 11 - 16)
TEACHER OF GIRLS P.E., Scale 2 (London Fringe Allowance).
Required September 1985, temporary teacher (maternity leave) of Girls' P.E.

Further details and application forms from the Headmistress' Secretary. (04154) 134222

ESSEX

EPPING FOREST HIGH SCHOOL
Borders Lane, Loughton IG10 3AB
(Roll 1200)
TEACHER OF GIRLS' PHYSICAL EDUCATION Scale 1

Required September 1985, well qualified and enthusiastic teacher. Strengths required but not a particular orientation towards Rugby.

Letter of application together with curriculum vitae and names of two referees to Head Teacher (foolscap s.a.e. please).

KING EDWARD VI GRAMMAR SCHOOL
Broomfield Road, Chelmsford CM1 3RR
Tel: 0245 353510
(Roll 680)
2 F.E. Scale 1
Required September, 1985. Excellent facilities in flourishing department. Skill in Rugby and Cricket is particularly welcome.

Apply to Headteacher including c.v. with letter of application, names, addresses and telephone numbers of two referees (foolscap s.a.e. please).

RAINSFORD SCHOOL
Fox Crescent, Chelmsford
Tel: 0245 265351
(Roll 850 - 11-18)
TEACHER OF BOYS' P.E., Scale 1
Required September, to work in village with dedicated team. Department mainly based on rugby, related syllabus'. Emphasis upon inter-school extra-curricular activities. School developing community dimension.

Application by letter with c.v. and two referees to Headmaster (foolscap s.a.e. for further information). (10471) 134222

GLOUCESTERSHIRE

COUNTY COUNCIL
(Equal Opportunities Employer)
CHELTENHAM GIRLS' HIGH SCHOOL
Winston Road, Churchdown, Gloucestershire GL3 2EA
Required for September, teacher of boys' PE (Scale 1) to teach throughout this 11 - 18 comprehensive. Must be competent in rugby, cricket, athletics, swimming and basketball. Ability to coach soccer and hockey an advantage, as would be any qualifications or experience for work with the Sixth Form. Qualifications also required to teach one of the following: History, R.E., Compensatory Studies (Remedial). Please state second subject.

Applications immediately to Headteacher giving full c.v. and two referees to Headteacher. (334478) 134222

ENFIELD

LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 820
Required from start of the Autumn term, a teacher of GIRLS' PHYSICAL EDUCATION. Scale 1. An interest in the teaching of dance would be an advantage.

London Allowance, £678.

Application forms and SAE) obtainable from, and to be returned to the Headmaster at the school as soon as possible.

An equal opportunity employer. (10518) 134222

BUCKINGHAMSHIRE

COUNTY COUNCIL
Equal Opportunities Employer
JOHN COLET SCHOOL
Wheat Road, Wendover, Bucks.
Headteacher: P.J. Mitchell, B.Sc.
Roll: 665 boys and girls age 12 - 18
Scale 1
Required September 1985, qualified TEACHER OF GAMES AND PHYSICAL EDUCATION. The successful candidate will be involved in all aspects of the subject, but a particular interest in Dance would be welcomed.

Application form and further particulars (s.a.e.) to be returned to the Headteacher at the school. (04131)

BURY

METROPOLITAN BOROUGH OF BURY
EDUCATION DEPARTMENT
TEMPORARY TEACHER
Scale 1
Required for 1st September, 1985 to 31st August, 1986, at Sandgate Road, High Street, Prestwich, Bury M25 8WG, Boys' P.E. during the absence on maternity leave of the present incumbent.

N.C.C. candidates will be given preference and will be considered for the enterprise in the Borough. The successful candidate will be considered for the enterprise in the Borough. The successful candidate will be considered for the enterprise in the Borough.

Application forms and further details obtainable from the Head Teacher at the School by Friday, 14th June 1985. (04115)

CUMBRIA

COUNTY COUNCIL
THRONCLIFFE SCHOOL
Throncliffe Road, Barrow-in-Furness LA14 5QP
(N.O.R. 1052 - 11 - 16 mixed comprehensive)
Required for Girls' P.E. required from September 1985 to teach throughout the school. Candidates must be prepared to take Scale 2 (Scale 3 Dance and have a commitment to all other aspects of Education.

Application forms and further particulars available from and returnable to the Head of the School by 14th June 1985. (10584)

DONCASTER

BALBY CARR SCHOOL
Carlton Road, Doncaster DN4 8NU
Tel: Doncaster 852247
Required for September 1985 an enthusiastic and qualified teacher of Girls' P.E. to join the PE and Geography Department. The successful applicant will be required to teach Games throughout the School as well as teaching some Geography on the main site.

An interest in the Duke of Edinburgh Award Scheme would be useful.

The position might well be suitable for a new entrant to the profession.

Application forms available from the Headteacher (S.A.E. please) to whom completed forms should be returned as soon as possible. (10219)

DUDLEY

METROPOLITAN BOROUGH
Equal Opportunities Employer
CRADLEY HIGH SCHOOL
Homer Hill, Halesowen, West Midlands B63 8UP

(11 - 16 co-ed. comp. Group 10)

For September, TEACHER of BOYS' P.E. (Scale 1) - please state second teaching subject. Temporary one year appointment in first instance.

Further details/application forms for receipt of s.a.e.) from and returnable to Headteacher by 14th June 1985.

LEASOWES HIGH SCHOOL AND COMMUNITY COLLEGE
Kent Road, Halesowen, West Midlands B63 9PJ

(11 - 16 co-ed. comp. Group 11)

For September, temporary TEACHER of GIRLS' P.E. and GAMES for one year in first instance.

Letter of application with c.v. and names of two referees to Headteacher at soon as possible. For further details ring DM 462 0365. (11990)

EAST SUSSEX

SEAFORD HEAD SCHOOL
Arundel Road, Seaford BN25 4LX
Comprehensive mixed, 11-18. Roll: 1,150
From September: Teacher of Girls PE (Scale 1).
Excellent facilities.
Relocation grants is approved cases.
Apply by letter giving c.v. and two referees to Headmaster. (334478)

HEREFORD AND WORCESTER
COUNTY COUNCIL

BRIDLEY MOOR HIGH SCHOOL
Bridley Moor Road, Redditch

Required from September 1985 a teacher of P.E. and major games and to assist/participate in the teaching of dance. One post in the first instance - part-time 0.5. Scale 1.

Further details and application forms are available from the Headteacher. (S.a.e. please).

HAYBRIDGE HIGH SCHOOL
Brake Lane, Hagley, Stourbridge, West Midlands DY8 2XS

Required from September 1985: Fully qualified teacher to take charge of boys' P.E. and Games.

Applications by letter, giving curriculum vitae, second teaching interest, names and address, also telephone number, of two referees to Headmaster as soon as possible. Further details on receipt of SAE. (33483) 134222

HERTFORDSHIRE

NICHOLAS HAWKSMOOR SCHOOL
Templewick Hill, Borehamwood, Hertfordshire WD6 5LG
Tel: 01-953 5900
Fringe Allowance £258 p.a.
Required for September, 1985 a teacher to assist in BOYS' PHYSICAL EDUCATION and GAMES throughout this 5 Form Entry Upper School and 6th Form. Girls aged 13 to 18. Applicants should be able to offer a second subject, preferably Science.

There is a well equipped multi-purpose Sports Centre, a gymnasium and there are playing fields and tennis courts on the site. Activities include rugby, soccer, athletics, cross country running, tennis, hockey, badminton, trampolining and sailing.

Applications (on forms) with the names of two educational referees should be sent as soon as possible. (10237) 134222

HOUNSLOW

THE HEATHLANDS SCHOOL
Wellington Road South, Hounslow, Middx.
Tel: 01-570 4445
Headmaster: Geoffrey J. Stevens, M.A., F.S.I.M., F.R.S.A.
Roll 1320 (including 6th Form of 210)
Required September, 1985 for this mixed comprehensive school which opened in 1973 and is situated on the edge of Hounslow Heath a TEACHER OF P.E. (Scale 1).

Assistant to teach girls' P.E. joining a well established enthusiastic department of four teachers committed to achieving high standards. Our teachers has excellent on site facilities and has specialist Education with extensive playing fields at Redgre for Hockey and Athletics; a large Sports Hall and gymnasium and is well equipped for Gymnastics and Dance. The close proximity of Hounslow Heath provides an opportunity for Cross Country. The successful candidate will be expected to teach full and equal games and aspects of the subject, but a particular interest in Dance and Athletics would be prefered.

Letters of application (no forms) to Mr. Shin 7 days to the Headmaster giving details of qualifications and the names of two referees.

London Allowance: £678. WE ARE AN EQUAL OPPORTUNITY EMPLOYER. (10367) 134222

KINGSTON UPON THAMES

ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLLYFIELD SCHOOL
Hanton Hill Road, Surbiton, Surrey KT6 4TU
Tel: 01-399 2687
No. on roll: 1000 co-ed; 11 - 18 Large Visth Form
Required for September 1985 a teacher of PHYSICAL EDUCATION and GAMES who will be a specialist in Girls' Physical Education but ready to participate in all areas of the department's work.

Scale 1 post. London Allowance £678.

Application forms available from the Headmaster at the School to be returned by Friday 14 June, 1985. (10365) 134222

KIRKLEES

METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield, West Yorks. WF14 9JZ
Ref 930
Required for September 1985 to join an expanding department, a TEACHER OF GIRLS' PHYSICAL EDUCATION (Scale 1). We are seeking to complement the experience and abilities of our existing staff across a wide range of physical and recreational activities.

RAWTHORPE HIGH SCHOOL
Nether Hall Avenue, Huddersfield HD5 9PG
Ref 85
Required from September 1985 for one year only a temporary SCALE 1 teacher of Girls' P.E. The post is temporary during the secondment of a permanent member of staff.

Application forms and further details (s.a.e. please) from the Head Teacher at the school to whom completed forms should be returned within 14 days of this advertisement.

An equal opportunity employer. (04164) 134222

HEREFORD AND WORCESTER
COUNTY COUNCIL

BRIDLEY MOOR HIGH SCHOOL
Bridley Moor Road, Redditch

SCALE 1 SPECIALIST TEACHER GIRLS' PE
(TEMPORARY)

Required for September 1985 a temporary Scale 1 teacher of P.E. (for at least 1 year whilst the present holder takes up a temporary Head of Department post within Authority). This is an 11 - 18 boys' selective grammar school with a strong games tradition. The ability to teach Physics or Geography or Mathematics would be an advantage.

Letters of application, together with c.v., the names of two referees and s.a.e. should be sent to the Headmaster, Simon Langton Boys' School, Nackington Road, Canterbury CT4 7AS.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LP

(Group 10)
Headmaster: Mr. M. Bowers, B.A.
Required from 1st September, 1985, a committed and enthusiastic teacher for Girls' Physical Education. Scale 1, able to coach throughout the school, some specialist knowledge of Netball and Dance is desirable as is the ability to offer a second subject would be an advantage.

Thamesview School is an over-subscribed 11 - 17 mixed High School of 1070 mixed within the Thames-side system of secondary education. Thamesview School offers a wide range of C.S.E. and G.C.E. 'O' level courses. The school has a fully equipped gymnasium and sports hall, with playing fields on site. Large additional playing fields will be available in 1985. The girls participate in all the winter and summer sports.

Further details and application forms for this post may be obtained from the Headmaster at the School (s.a.e. please), to whom they should be returned by 14th June, 1985.

ST GEORGES C OF E SCHOOL
Meadow Road, Gravesend DA11 7RA
Headmaster Keith C. Mitchelmore
A voluntary mixed all ability 4FE 11 - 18 school with 130 pupils in sixth form
Required for September 1985 a teacher of Girls PE scale 1. This post will involve teaching across the age range and in particular hockey, netball, gymnastics, dance, tennis and athletics. Applicants must have the commitment to extra curricular activities.

Apply immediately in writing to the Headmaster giving names and addresses of two referees. (10545) 134222

MERTON

LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
RAYNES PARK HIGH Wide Way, Mitcham, Surrey CR4 4HS
Tel: 01-764 3119
Head Teacher: Mr G.D.N. Giles, M.A.
Age Range: 13 - 18 years
No. on Roll: 950
Required for the Autumn Term 1985 only, a temporary Teacher of Physical Education/English.

Closing Date: A.S.A.P.

Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose stamped addressed envelope. (04450) 134222

NEWHAM

LONDON BOROUGH OF NEWHAM
ST JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AS
Head Teacher: Mr E.J.M. Lowe
Number on roll: 614
TEACHER OF BOYS' P.E. Scale 1
Required: September 1985. A teacher of Boys' P.E. to teach throughout the age range 11 - 16 in Comprehensive School serving a multi-racial community.

LONDON ALLOWANCE £1,038.

Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 14th June 1985.

DIRECTOR OF EDUCATION, Secretariat Offices, 379/383 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (10355) 134222

NEWHAM

LONDON BOROUGH OF NEWHAM
BEAUMONT MANOR SCHOOL
Roman Road, London E6 3BQ
Tel: 01-472 1313, Williams
Number on roll: 1950
TEACHER Scale 1
Required: September 1985. Teacher of Physical Education (boys) and Geography across the ability and age range.

London Allowance £1,038.

Application forms (s.a.e. please) available from the Head Teacher to whom completed forms should be returned by 14th June, 1985.

DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (10146) 134222

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
CANTERBURY DIVISION
SIMON LANGTON BOYS' GRAMMAR SCHOOL
TEACHER OF P.E. SCALE 1 (TEMPORARY)

Required for September 1985 a temporary Scale 1 teacher of P.E. (for at least 1 year whilst the present holder takes up a temporary Head of Department post within Authority). This is an 11 - 18 boys' selective grammar school with a strong games tradition. The ability to teach Physics or Geography or Mathematics would be an advantage.

Letters of application, together with c.v., the names of two referees and s.a.e. should be sent to the Headmaster, Simon Langton Boys' School, Nackington Road, Canterbury CT4 7AS.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LP

(Group 10)
Headmaster: Mr. M. Bowers, B.A.
Required from 1st September, 1985, a committed and enthusiastic teacher for Girls' Physical Education. Scale 1, able to coach throughout the school, some specialist knowledge of Netball and Dance is desirable as is the ability to offer a second subject would be an advantage.

Thamesview School is an over-subscribed 11 - 17 mixed High School of 1070 mixed within the Thames-side system of secondary education. Thamesview School offers a wide range of C.S.E. and G.C.E. 'O' level courses. The school has a fully equipped gymnasium and sports hall, with playing fields on site. Large additional playing fields will be available in 1985. The girls participate in all the winter and summer sports.

Further details and application forms for this post may be obtained from the Headmaster at the School (s.a.e. please), to whom they should be returned by 14th June, 1985.

ST GEORGES C OF E SCHOOL
Meadow Road, Gravesend DA11 7RA
Headmaster Keith C. Mitchelmore
A voluntary mixed all ability 4FE 11 - 18 school with 130 pupils in sixth form
Required for September 1985 a teacher of Girls PE scale 1. This post will involve teaching across the age range and in particular hockey, netball, gymnastics, dance, tennis and athletics. Applicants must have the commitment to extra curricular activities.

Apply immediately in writing to the Headmaster giving names and addresses of two referees. (10545) 134222

LONDON

ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
Croome Hill, Greenwich, SE10 8ER

Tel: 01-858 4613
(Voluntary Aided)
Roll 580
Required September:
TEACHER OF P.E. (part-time - 2 days a week).

Please apply to the Headmistress stating qualifications, if any, the names of two referees and a copy of a recent testimonial. (11674) 134222

NORFOLK

WYMONDHAM COLLEGE
Two temporary teachers or part-time equivalent are required for September, 1985 at this mainly co-educational all ability secondary boarding school for children aged 11 - 18 years. Applicants should be able to offer some of the following subjects: Physical Education, Religious Education, Economics and Law.

There are residential appointments and emoluments are paid in accordance with National Scales.

Letters of application with full curriculum vitae and names of two referees should be sent without delay to the Headmaster, Wymondham College, Wymondham, Norfolk NR18 0SZ. (10514) 134222

NORTH YORKSHIRE

COUNTY COUNCIL
PINDAR SCHOOL
Newfield, Scarborough YO11 3LX
Group 9 Comprehensive
Roll 850 (Sixth Form 200)
Required for September 1985, a teacher of GIRLS' PHYSICAL EDUCATION, Scale 1. We are seeking an enthusiastic specialist, preferably with an interest in gymnastics, since there is a strong athletics tradition of success in this area. An interest in the teaching of dance would be particularly welcome. The post would be most suitable for a new entrant.

Application forms can be obtained from Headmaster at the school. (10030) 134222

NORTHAMPTONSHIRE

ROADE COMPREHENSIVE SCHOOL
Stratford Road, Roade, Northampton NN7 2LF

Required for September 1985, TEACHER OF GIRLS PHYSICAL EDUCATION (Scale 1) at this 11 - 18 mixed rural Comprehensive School. The School, which is well equipped for facilities, has 920 students on roll of whom 90 are in the Sixth Form.

Further details and application forms are available from the Headmaster (see please). (04870) 134222

OXFORDSHIRE

COUNTY COUNCIL
JOHN MASON SCHOOL
Wheatley Road, Abingdon OX14 1UP
Comp 11 - 18 number on roll 1015
Required for September 1985 a teacher of Girls' Physical Education to teach a full timetable of games and P.E. at all levels of the school. Further details available (S.a.e.).

Apply to the Head teacher by letter quoting ref 77881).

Application forms and further particulars from the Head-teacher (Telephone Number: Abingdon 24881). (04881) 134222

SURREY

EDUCATION COMMITTEE
OXTED COUNTY SCHOOL
Staghouse Lane, Oxted RH8 9LP
(12 - 18 mixed comprehensive, NOR 1428 including 206 in Sixth Form)
SCALE 1 TEACHER OF BOYS P.E.

Required for September 1985 to teach up to and including sixth form. Excellent facilities. Probationary or second appointments.

Application forms and further details from Head-teacher (s.a.e. please). (10361) 134222

SANDWELL

METROPOLITAN BOROUGH COUNCIL
WODENSBOROUGH HIGH SCHOOL
(11 - 16 comprehensive)

Required for September 1985 GIRLS PE SCALE 1

Temporary post for one year

Letters of application stating full curriculum vitae and names and addresses of two referees should be forwarded to Head Teacher, Rydon Road, Woodsetton, West Midlands. Closing date 14th June 1985.

Sandwell Council is an equal opportunity employer. Canvassing of members of the authority will disqualify. (10130) 134222

SHROPSHIRE

EDUCATION COMMITTEE

STIRCHLEY UPPER SCHOOL
District Centre, Stirchley, Telford

Required for September 1985, Temporary teacher of Boys' Physical Education arising upon promotion at this 11 - 18 mixed comprehensive school.

Application forms and details from the Head (SAE). (10585) 134222

SHROPSHIRE

EDUCATION COMMITTEE

MEOLE BRACE SCHOOL
Longden Road, Shrewsbury

Required for September 1985, a temporary Scale 1 teacher of Boys' P.E. One year due to secondment.

Application form and details from the Head (SAE). (10584) 134222

NORFOLK

HEWETT SCHOOL
Cecil Road, Norwich NR1 2QL

SCALE 1 SPECIALIST TEACHER GIRLS PE

Required to join a flourishing department.

Application forms and further details from and returned to the Headteacher at the school, s.a.e. please. (10511) 134222

Required for September 1985 a teacher of Girls' Physical Education to teach a full timetable of games and P.E. at all levels of the school. Further details available (S.a.e.).

Apply to the Head teacher by letter quoting ref 77881).

Application forms and further particulars from the Head-teacher (Telephone Number: Abingdon 24881). (04881) 134222

SUFFOLK

COUNTY COUNCIL
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall
(Mixed comprehensive 13 - 18: 1180 on Roll)
Required for September 1985 a teacher of GCSE PHYSICAL EDUCATION (Scale 1) to share responsibility of a lively department.

Application forms from the Headteacher at the School (s.a.e. please) whom they should be returned by 10th June 1985. (10077) 134222

SURREY

EDUCATION COMMITTEE
COLLINGWOOD SCHOOL
Kingsland Road, Camberley, Surrey GU15 4AE
(Mixed 11 - 16 including 284 in Sixth Form)
Keen young teacher of Girls' P.E. to join lively, successful and well equipped department.

This post would suit a newly qualified teacher.

Further details and application forms from the Headmaster, Mr. P.D. Hollis-Dickerson. Tel: Camberley 64068. (10308) 134222

SURREY

EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Woodruff Avenue, Burpham, Guildford GU4 7LX
(Mixed 11 - 18 Comprehensive N.O.R. 1420, Sixth Form)
PHYSICAL EDUCATION SPECIALIST (SCALE 1) required for September 1985. A wide range of games is offered and there is very good facilities with 4 gymnasia and games field on the site. Help with rugby, football and cricket appreciated and ability to teach a very small amount of junior science would be an advantage.

Apply to Headmaster with curriculum vitae and names of referees. (10287) 134222

SOLIHULL

EDUCATION COMMITTEE
LANGLEY SCHOOL
Kineton Green Road, Solihull, West Midlands B92 7EH
Tel: 706 9771
Required 1st September 1985 in this 11 - 16 all-ability School, TEMPORARY SCALE 1 TEACHER OF GIRLS' PHYSICAL EDUCATION AND ENGLISH, for one year in the first instance.

Required for September 1985, a full time PE Specialist to join Department of four and returned to the Head-teacher at the school (s.a.e. and two referees. (10611) 134222

SUFFOLK

COUNTY COUNCIL
MILDENHALL UPPER SCHOOL
Bury Road, Mildenhall
(Mixed comprehensive 13 - 18: 1180 on Roll)
Required for September 1985 a teacher of GCSE PHYSICAL EDUCATION (Scale 1) to share responsibility of a lively department.

Application forms from the Headteacher at the School (s.a.e. please) whom they should be returned by 10th June 1985. (10077) 134222

SURREY

EDUCATION COMMITTEE
COLLINGWOOD SCHOOL
Kingsland Road, Camberley, Surrey GU15 4AE
(Mixed 11 - 16 including 284 in Sixth Form)
Keen young teacher of Girls' P.E. to join lively, successful and well equipped department.

This post would suit a newly qualified teacher.

Further details and application forms from the Headmaster, Mr. P.D. Hollis-Dickerson. Tel: Camberley 64068. (10308) 134222

SURREY

EDUCATION COMMITTEE
GEORGE ABBOT SCHOOL
Woodruff Avenue, Burpham, Guildford GU4 7LX
(Mixed 11 - 18 Comprehensive N.O.R. 1420, Sixth Form)
PHYSICAL EDUCATION SPECIALIST (SCALE 1) required for September 1985. A wide range of games is offered and there is very good facilities with 4 gymnasia and games field on the site. Help with rugby, football and cricket appreciated and ability to teach a very small amount of junior science would be an advantage.

Apply to Headmaster with curriculum vitae and names of referees. (10287) 134222

WILTSHIRE

ST. LAURENCE SCHOOL
Bradford on Avon

(Mixed 11 - 18 Comprehensive 1015 Sixth Form 113)

PHYSICAL EDUCATION - SCALE 1

Required for September 1985 temporary Girls' Physical Education. The post is due to maternity leave and there is a possibility of it becoming a permanent appointment.

Further details and application forms available from the Headmaster on receipt of a stamped addressed envelope quoting reference PE/1. Completed forms should be returned by 14th June 1985.

WILTSHIRE

ST. JOSEPH'S R.C. SECONDARY MODERN SCHOOL
Church Road, Leverstock, Salisbury, Wilts

Tel: 0722 335580

11 - 16 N.O.R. 230

Required September 1985 an enthusiastic and suitably q

SECONDARY RELIGIOUS EDUCATION
continued

CUMBRIA
COUNTY COUNCIL
ST. JOSEPH'S R.C. SCHOOL
Harrington Road, Workington CA14 3XE.
Special Agreement.
Comprehensive. Mixed 11 - 18. G.O.R. 548
Required for September, 1985, a full time Assistant Teacher, to teach mainly Religious Education, with subsidiary French, if possible. Scale one.
Letters of application, with curriculum vitae and the names, addresses and telephone numbers of two referees to the Head at the school as soon as possible. (10382) 134422

DERBYSHIRE
See Derbyshire Display advert post reference DS/ 139/85 and HW/101/28 Page 31. (10376) 134422

ESSEX
HYLANDS SCHOOL
Hatfield Grove, Chelmsford
Tel: Chelmsford 268 (Hall 1000)
SPECIALIST TEACHER OF RELIGIOUS STUDIES. Scale 1
Required for September 1985, at this 11 - 16 mixed comp. school. Religious Education is taught throughout the school including 'A' level. Applicants should offer any second subject offered.
Apply by letter to the Headteacher with C.V. and names of two referees (foolscap s.a.e. please).
Applications by letter with C.V. and names of two referees to the Headteacher at the school. (Tel: 0245 354406) as soon as possible.
Closing date: 14.6.1985. (10516) 134422

HILLINGDON
LONDON BOROUGH OF HILLINGDON

BISHOP RAMSEY CE SCHOOL
Warrender Way, Ruislip, Middlesex HA4 8EE

(Number on roll: 1081, 165 in sixth form)

Headteacher: J.L. Cule, B.A.

Wanted for September 1985 - Scale 1 Teacher of Religious Education to work throughout the age and ability range in this split site Church of England Voluntary aided comprehensive school. The successful candidate will be able to organise General Studies, specialise in teaching across the ability range (through the school to 'A' Level. A communicant Anglican will be preferred as this post would be especially suitable for a person of deep conviction who would be able to guide the School Chaplain, who is also in charge of the Religious Studies department, in the running of the schools chapel.
Apply by letter to the Headmistress as soon as possible sending curriculum vitae and names of two referees. (10484) 134422

LONDON SW1
GREY COAT HOSPITAL
Greycoat Place, Westminster
Voluntary-Aided Church of England Girls' Comprehensive School
(800 girls 11 - 18 years)
Required for September 1985:- a full-time Scale 1 Religious Studies specialist to teach across the ability range throughout the school to 'A' Level. A communicant Anglican will be preferred as this post would be especially suitable for a person of deep conviction who would be able to guide the School Chaplain, who is also in charge of the Religious Studies department, in the running of the schools chapel.
Apply by letter to the Headmistress as soon as possible sending curriculum vitae and names of two referees. (10484) 134422

NEWHAM
LONDON BOROUGH OF NEWHAM
ST. JOHN'S CATHOLIC SCHOOL
Green Street, London E13 9AX
Head Teacher: Mr E.J. M. Lawn
Number on roll: 614
TEACHER OF RELIGIOUS EDUCATION AND SOCIAL STUDIES Scale 1
Required: September 1985.
Catholic teacher, B.Ed. preferred to teach Religious Education and Social Studies from a multicultural perspective. Ability to assist in the development of aspects of pre-vocational courses.
LONDON ALLOWANCE £1,035
Application forms (s.a.e please) available from The Head Teacher to whom completed forms should be returned by 14th June, 1985.
DIRECTOR OF EDUCATION, Education Offices, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10177) 134422

NORFOLK
LYNN GROVE HIGH SCHOOL
Lynn Grove, Gorleston on Sea, Gt. Yarmouth NR31 8AF

NOR 700 12 - 16
Comprehensive
Required for September 1985. Scale 1 teacher of Religious Education. Suitably qualified teacher to teach the subject across the ability range.
Applications by letter with C.V. and names of 2 referees to the Headteacher at the school. (Tel: 0493 61406) as soon as possible.
Closing date: 14.6.1985. (10516) 134422

NORTH YORKSHIRE
COUNTY COUNCIL
ST. PETER'S R.C. HIGH SCHOOL
Hookstone Drive, Harrogate HG2 8PT
Tel: (0423 887254)
Required for September 1985 RELIGIOUS EDUCATION teacher. Scale 1 (Ref. 11 - 18 Roman Catholic Comprehensive School of 900 plus pupils.
The Governors wish to appoint a practising Roman Catholic to teach in the Religious Education Department across the full ability range. Courses leading to GCSE, GCE 'O' and 'A' level are well established.
Please apply in writing, giving full Curriculum Vitae and the names and addresses of two professional referees, to the Chairman of Governors at the school, as soon as possible.
Further information regarding this post may be obtained from the Headmaster at the school (s.a.e. please). (11971) 134422

OXFORD
COUNTY COUNCIL
WOOD GREEN SCHOOL
Woodstock Road, Witney, Oxon.
Group 11. Roll - 1000
Required for September a graduate RE specialist, in sympathy with modern approaches to the teaching of RE, and prepared to teach across the age and ability range, including A-level and to making a contribution to the life of the school.
Further details and application forms from the Headmaster, to whom completed applications should be returned. (35453) 134422

NORFOLK
LYNN GROVE HIGH SCHOOL
Lynn Grove, Gorleston on Sea, Gt. Yarmouth NR31 8AF

NOR 700 12 - 16
Comprehensive
Required for September 1985. Scale 1 teacher of Religious Education. Suitably qualified teacher to teach the subject across the ability range.
Applications by letter with C.V. and names of 2 referees to the Headteacher at the school. (Tel: 0493 61406) as soon as possible.
Closing date: 14.6.1985. (10516) 134422

NORTH YORKSHIRE
COUNTY COUNCIL
ST. PETER'S R.C. HIGH SCHOOL
Hookstone Drive, Harrogate HG2 8PT
Tel: (0423 887254)
Required for September 1985 RELIGIOUS EDUCATION teacher. Scale 1 (Ref. 11 - 18 Roman Catholic Comprehensive School of 900 plus pupils.
The Governors wish to appoint a practising Roman Catholic to teach in the Religious Education Department across the full ability range. Courses leading to GCSE, GCE 'O' and 'A' level are well established.
Please apply in writing, giving full Curriculum Vitae and the names and addresses of two professional referees, to the Chairman of Governors at the school, as soon as possible.
Further information regarding this post may be obtained from the Headmaster at the school (s.a.e. please). (11971) 134422

NORTHAMPTONSHIRE
MAGDALEN COLLEGE SCHOOL
High Street, Brackley, Northants. NN13 5AE

HEAD OF PHYSICS (Scale 3)
Required for September or January, in this mixed 11 - 18 comprehensive school with 1080 pupils, a Head of Physics (Scale 3). Candidates should have had a successful record of teaching throughout the 11 - 18 age range, including a contribution towards integrated courses at least in the lower years.
A readiness to be involved with the teaching of technology would be an advantage. There is well-equipped physics laboratories, and academic success in the subject has been achieved by both boys and girls.
The school serves a pleasant rural area in the south of the county within easy reach of Oxford, Northampton, Milton Keynes and Banbury.
Further details and application form available from the Headteacher (SAE please). (0-8644 134418

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM FITT HIGH SCHOOL
Cezanova Road, London E17
Head: Mr. P. Gould
Required for September.
HEAD OF SCIENCE SCALE 3 (plus Outer London Allowance) required in this 600 place comprehensive school for pupils aged 11 - 14 years (300 on roll) with an enthusiastic and knowledgeable approach to teaching integrated and separate sciences in mixed ability groups.
Send letter of application, CV and names and addresses of two referees to the Head Teacher, ref. F95/389. (10494) 134418

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
OAKLEY SCHOOL
Oakdale Road, Leasowe, Wirral L46 1QA
700 girls 11 - 18)
Required for September 1985 or January 1986.
A SCIENCE CO-ORDINATOR (SCALE 4) who will be Head of one of the Science Departments, (preferably BIOLOGY) and responsible for General Science throughout the school.
Further details and application forms may be obtained from the Headmistress, to whom applications should be sent by 12th June. (11956) 134818

Scale 2 Posts and above

BROMLEY
LONDON BOROUGH OF BROMLEY
BEAVERWOOD SCHOOL FOR GIRLS
Beaverwood Road, Chislehurst, Kent BR7 6HE
Required for September 1985, a graduate teacher (Scale 3) to be responsible for all chemistry Courses in the school.
The successful candidate should be able to teach Chemistry to 'O' and 'A' level and General Science in the 11 - 16 School. An interest in Technology and Micro-electronics would be an advantage.
Application forms and further information available from the Headmistress at the school (foolscap s.a.e. please), to whom completed forms should be returned by 11th June 1985. (10048) 134826

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
WILLIAM FITT HIGH SCHOOL
Cezanova Road, London E17
Head: Mr. P. Gould
Required for September.
HEAD OF SCIENCE SCALE 3 (plus Outer London Allowance) required in this 600 place comprehensive school for pupils aged 11 - 14 years (300 on roll) with an enthusiastic and knowledgeable approach to teaching integrated and separate sciences in mixed ability groups.
Send letter of application, CV and names and addresses of two referees to the Head Teacher, ref. F95/389. (10494) 134818

WIRRAL
METROPOLITAN BOROUGH OF WIRRAL
OAKLEY SCHOOL
Oakdale Road, Leasowe, Wirral L46 1QA
700 girls 11 - 18)
Required for September 1985 or January 1986.
A SCIENCE CO-ORDINATOR (SCALE 4) who will be Head of one of the Science Departments, (preferably BIOLOGY) and responsible for General Science throughout the school.
Further details and application forms may be obtained from the Headmistress, to whom applications should be sent by 12th June. (11956) 134818

Science

Heads of Department

BEDFORDSHIRE
NORTHERN AREA
HASTINGTON UPPER SCHOOL
Goswell End Road, Hastington
Tel: Toddington 4250
Headteacher: N.C. Lister
13 - 18 Co-educational Comprehensive Upper School
Current Numbers on Roll: 950
Required for September 1985 or January 1986 a Head of Physics/Engineering, Scale 3. The successful candidate will be required to teach Physics (Nuffield/Advanced) systems up to A-level.
Application forms and further details from the Headmaster, s.a.e. Please. (04853) 134816

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
MARDEN HIGH SCHOOL
Hartington Road, North Shields NE30 3HZ
Required for 1st January 1986
Scale 3 HEAD of PHYSICS.
The person teaching commitment will be teaching the subject to G.C.E. 'O' level and 'A' level as well as integrated science in the lower school. There will be opportunity to be involved in computer education throughout the school.
Successful candidates must be prepared to join the Catholic Education Council contract.
Application forms (S.A.E.) from the Headmaster to whom they should be returned within two weeks of the advertisement. (33486) 134800

HEREFORD AND WORCESTER COUNTY COUNCIL
WASELEY HILLS HIGH SCHOOL
School Road, Rubery, Rednal, Birmingham B45 9EL

Required from September 1985 Head of Physics Scale 1 to join a strong Department as well as teaching Physics to 'A' Level. The applicant should be able to assist in teaching the Sciences generally in the Lower School.
Details of the post are available from the Headmaster with whom letters of application and names and addresses of two referees should be sent as soon as possible.

ST. MARY'S R.C. HIGH
Lugwardine, Hereford

11 - 16 Mixed
Comprehensive 600 on roll

Required from September

A teacher of Physics, Scale 1, the person appointed will be required to teach Physics up to G.C.E. 'O' level as well as integrated science in the lower school. There will be opportunity to be involved in computer education throughout the school.
Successful candidates must be prepared to join the Catholic Education Council contract.
Application forms (S.A.E.) from the Headmaster returned within two weeks of the advertisement. (33486) 134800

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR BOYS
No. on Roll: 720
No. in Sixth Form: 160
Required for September, a graduate to share in the teaching of Physics throughout the school. A Scale 3 allowance is available for a suitably qualified candidate.
Apply in writing to the Headmaster with C.V. and the names and of two referees. (10353) 134820

LONDON
ST. URSULA'S CONVENT RC GIRLS' COMPREHENSIVE SCHOOL
Crooms Hill, Greenwich, SE10 8BN
(Voluntary Aided)
Tel: 01-858 4613
Roll 580
Required September:
Teacher for Physics to 'A' level. Scale 1.
Please apply to the headmistress enclosing curriculum vitae, the names and addresses and a copy of a recent testimonial, or phone the school for an application form. (33476) 134820

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
BRINCLIFFE OAKS SCHOOL
Kirk Edge Road, Worrall, Sheffield S30 4NA
Required for September 1985, an experienced teacher of Physics to take charge of the Science faculty. Scale 4.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04077) 134820

Scale 1 Posts

BARKING & DAGENHAM
LONDON BOROUGH OF BARKING & DAGENHAM
WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North, Chadwell Heath, Romford, Essex
A Science Teacher is required for September 1985. The Science Department is well resourced and the school is situated on the edge of the countryside. Applicants are sought who have experience in the teaching of integrated Science across the whole ability range from 11 - 16 years with ability to offer 'A' level Biology might be an advantage but is not essential. Scale 1 plus £1,008 per annum inner London Weighting. Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher, Mr. D.J. Bullock, giving full curriculum vitae and the names and addresses of two referees.
An equal opportunity employer. (10482) 134822

BARNET
LONDON BOROUGH
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LS
Tel: 01-368 1717
Mixed Comprehensive. Roll 1150. 11 - 16 4-forms entry.
Required September, 1985; Teacher of Science (Scale 1) with ability to teach PHYSICS to examination level. Interest in COMPUTER STUDIES or ELECTRONICS an advantage.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing giving full details of qualifications and experience and names of referees (S.A.E.) to the Director of Educational Services, Town Hall, Friern Barnet, N11 3DL. (10484) 134822

BARNET
LONDON BOROUGH
CHRIST'S COLLEGE
Hendon Lane, Finchley, London N3 1SA
Tel: 01-346 1607
Boys' - Roll: 980. Sixth Form 160
Required September, 1985 teaching of PHYSICS. Scale 1 to teach to 'O' or 'A' level. Successful candidate would join large, lively and thriving department.
In approved cases assistance may be given towards the payment of removal expenses and separation allowances.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. (04470) 134822

BEDFORDSHIRE
SOUTHERN AREA
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard
NOR 1060 (inc. 200 in 6th Form)
Required for September 1985, a graduate chemist to join an enthusiastic team of four staff teaching chemistry up to 'A' level. The ability range including Nuffield O&A. A Scale 2 post available for an experienced candidate. Applications welcome from newly qualified teachers. Some experience or interest in integrated Science would be desirable.
Application forms and further particulars obtainable from and returnable to the Head of the School. (as please. (10342) 134822

BEDFORDSHIRE
SOUTHERN AREA
CEDARS UPPER SCHOOL & COMMUNITY COLLEGE
Mentmore Road, Leighton Buzzard
NOR 1060 (inc. 200 in 6th Form)
Required for September 1985, a graduate chemist to join an enthusiastic team of four staff teaching chemistry up to 'A' level. The ability range including Nuffield O&A. A Scale 2 post available for an experienced candidate. Applications welcome from newly qualified teachers. Some experience or interest in integrated Science would be desirable.
Application forms and further particulars obtainable from and returnable to the Head of the School. (as please. (10342) 134822

BEDFORDSHIRE
SOUTHERN AREA
MANSHEAD UPPER SCHOOL
Dunstable Road, Caddington, Beds.
NOR 975 160 in 6th Form
No. in Sixth Form: 160
B.A.
Required for September 1985, a teacher of Integrated Science, temporary for one year to cover maternity leave. Integrated Science (SCISP) is taught to 13 - 16 and separate sciences thereafter. Ability to offer some assistance in Technical Studies would be an added advantage. A Scale 2 post could be available for a suitably qualified and experienced candidate.
Application forms and further particulars obtainable from and returnable to the Headmaster at the School, as soon as possible. (10353) 134822

BERKSHIRE
LITTLE HEATH SCHOOL
Little Heath Road, Tilehurst, Reading
11 - 18 Mixed Comprehensive
N.O.R. 1250
Required September, a well qualified teacher of Physics and Combined Science Scale 1. During the first three years Combined Science is taught and then pupils are free to choose to study Physics in either the CSE and 'O' level SCISP course or the separate sciences. 'A' level courses are all taught as separate sciences.
The successful candidate will be expected to teach Physics to 'A' level and Oxbridge entry level.
Letters of application to the Headmaster as soon as possible including the names and addresses of two referees. A Curriculum Vitae, and names of two referees will be welcome. Please send S.A.E. for acknowledgement and further details.
Closing date: June 17 1985.
An Equal Opportunity Employer. (10100) 134822

BERKSHIRE
FURZE PLATT SCHOOL
Furze Platt Road, Maidenhead, Berks. SL6 7NQ
N.O.R. 1000
Required for September: ASSISTANT TEACHER OF PHYSICS (Scale 1) in this Co-educational 11 - 18 Comprehensive School on the edge of Maidenhead.
Apply immediately to the Headmaster stating age, qualifications, experience (if any), other relevant information and naming two referees.
NO CLOSING DATE.
An Equal Opportunity Employer. (10613) 134822

DERBYSHIRE
See Derbyshire Display advert post reference DS/ 220/85 and AE/137/85 Page 51. (10377) 134822

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT

536 Girls on Roll, 140 in Sixth Form

Required for September.

Enthusiastic and experienced graduate required to play a full part in the activities of this well established successful Department.

The post requires teaching Biology to fully range groups up to and including A-Level.

For application forms and details apply to Headmistress' Secretary at above address. (10472) 134822

ESSEX
COUNTY HIGH SCHOOL FOR GIRLS (GRAMMAR)
Normanhurst, Chelmsford
(Roll 638. 170 in Sixth Form)
Tel: (0245) 267678
SCIENCE SCALE 1
Required September 1985. Good honours graduate Chemist for outstanding successful Science Department to share commitments in Chemistry teaching to Oxbridge entrance.
Apply with c.v. and names of 2 referees in confidence to Headteacher within 7 days of this advertisement (foolscap s.a.e. please).

THE EASTWOOD SCHOOL
Rayleigh Road, Leigh-on-Sea (Roll: 1,000)
Tel: 0702 554341
SCALE 1 SCIENCE TEACHER
Required September for new 11 - 18 Co-Educational School. Extensive Curriculum development in process.
Curriculum vitae and names of two referees to Headteacher (foolscap s.a.e. please).

ST. CLERE'S COMPREHENSIVE SCHOOL
Butts Lane, Stanford-le-Hope (Roll: 1,200 - 11 - 16)
Tel: Stanford-le-Hope 641001
TEACHER OF CHEMISTRY. Scale 1 (London Fringe Allowance)
Required September, to join an excellent department. The school enjoys good laboratory facilities.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please).

SIR CHARLES LUCAS COMPREHENSIVE SCHOOL
Hawthorn Avenue, Colchester (Roll 1,100)
Tel: Colchester 851217
TEACHER OF BIOLOGY AND CHEMISTRY. Scale 1
Required September, 1985, to take full age and ability range; large and supportive department.
Further details and application forms (foolscap s.a.e. please).

WODLANDS SCHOOL
Takely End, Bastildon (Roll 1,300)
Tel: Basildon 289146
SCIENCE Scale 1
Required September 1985, to teach Biology/junior Science and possibly Modular Science in a forward looking, enthusiastic department.
Curriculum vitae and names of referees to Headteacher (foolscap s.a.e. please). (33466) 134822

GLOUCESTERSHIRE
COUNTY COUNCIL
(Equal Opportunities in Employment)
SIR WILLIAM ROMNEY'S SCHOOL
Tewkesbury
(11 - 18 comprehensive)
Required for September, well qualified, enthusiastic teacher of Physics. Possibility of 'A' level work. Interest in electronics advantageous but not essential.
Applications to the Headmistress at the named address, references. (10096) 134822

HAMPSHIRE
HAMWORTHY COMPREHENSIVE SCHOOL
Manor Road, Ringwood, Hants.
N.O.R. 851 (approx.)
SCALE 1 Temporary teacher of Physics to 'O' level and CSE, and Science for years 1 - 3.
Required September, 1985.
Apply for further details and application form. (10194) 134822

HAVERING
LONDON BOROUGH OF HAVERING
EMERSON PARK SCHOOL
Wych Elm Road, Hilgrove Lane, Northolt, Middx UB5 6AD
(Roll 960 Mixed)
Tel: Northolt 43773
Headteacher: J.A. Fowler, M.A.
Required for September 1985 a teacher of Science, Scale 1, preferably with the ability to teach Physics up to C.S.E. and 'O' level. The Science Department is well organised and offers a variety of courses firmly established at all levels. Computer studies work available and wide opportunity through T.V.E.I.
Further details from the Headteacher (SAE) by 4/6/85 to whom letters of application with C.V. and names of two referees should be sent as soon as possible.
(11997) 134822

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 820
Required September 1985, for Autumn Term only, teacher of Science Scale 1. Physicist preferred, but re-arrangement of staff teaching commitment is possible, so that chemist, or biologist could be appointed.
London Allowance, £678.
Application forms (large SAE) obtainable from and to be returned to, The Headmaster at the school as soon as possible. (04471) 134822

HEREFORD AND WORCESTER COUNTY COUNCIL
BRIDLEY MOOR HIGH SCHOOL
Bridley Moor Road, Redditch

Required from September 1985 a temporary teacher of Biology (Scale 1 or 2 depending on qualifications and experience) to cover maternity leave including Sixth Form, and Science in Fourth and Fifth Years. Maternity Leave cover.

Application forms and further details are available from Headmaster (SAE please). (33485) 134822

HERTFORDSHIRE
DAME ALICE OWEN'S SCHOOL
DUGDALE HILL LANE
Potters Bar, Herts. EN6 2DU
Voluntary Aided, Founded 1613
Trustees: The Worshipful Company of Brewers
Number on Roll: 1070 (mixed) 180 Sixth Form
Required September, a well-qualified graduate teacher of Biology to teach the subject across the 11 - 18 age and ability range with some integrated Science in Years 7 - 9. Ability to teach some Junior Chemistry would be an advantage, as would willingness to undertake activities. Excellent facilities on Green Belt Site, within easy access of Central London.
Applications, containing full C.V. and names of two referees, should be sent to the Head Master, Mr. D.M.W. Bolton, M.A. (Oxon) as soon as possible, from whom further details are available (foolscap s.a.e. please). (10316) 134822

ISLE OF MAN
BOARD OF EDUCATION
QUEEN ELIZABETH II HIGH SCHOOL
(Co-educational somewhere 11 - 18, 670 on roll)
SPECIALIST TEACHER OF PHYSICS - Scale 1
Required for September 1985.
Letters of application typed with full curriculum vitae, and the names and addresses of two referees to the Headmaster of Queen Elizabeth II High School, Peel. Tel: 06284 843181 by 14th June 1985. (10568) 134822

KENT
THE SKINNERS' SCHOOL
Tunbridge Wells, Kent
(Voluntary Aided Grammar School for Boys) 1180 in Sixth Form)
Required for September 1985: A Graduate to teach Biology up to 'A' level, with 'B' level work available. A Nuffield Course is used in Junior forms and 'O' level courses in traditional GCE courses in Biology and Zoology. Keenness to assist with Activities outside the classroom will be a strong recommendation.
Candidates should apply by letter to the Headmaster, The Skinners' School, Tunbridge Wells TN4 8PD enclosing curriculum vitae, stating in terms and naming two referees. (10551) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Sittingbourne, Kent ME10 3HT
Required for September, well qualified, enthusiastic teacher of Physics to 'A' level work. Interest in electronics advantageous but not essential.
Applications to the Headmistress at the address, references. (10096) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Sittingbourne, Kent ME10 3HT
Required for September, well qualified, enthusiastic teacher of Physics to 'A' level work. Interest in electronics advantageous but not essential.
Applications to the Headmistress at the address, references. (10096) 134822

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
BORDEN GRAMMAR SCHOOL
Sittingbourne, Kent ME10 3HT
Required for September, graduate to teach Physics with Mathematics if possible to A-level, at this Voluntary Controlled Secondary Grammar school for boys. Application forms from the Headmaster.
Please send S.A.E.

DANE COURT SCHOOL
Broadstairs, Kent
BIOLOGY TEACHER - Scale 1
Required for September 1985, a well qualified person to teach to 'O' level Biology up to Fifth Year and Human Biology in the Sixth Form. A commitment to fieldwork and an ability to contribute in the teaching of other Secondary Physics are essential.
Dane Court is a co-educational, assistive school (top 54% of 1,130 pupils (230 in the Sixth Form) housed in modern buildings in a pleasant residential district.
Applications by letter, giving the names and addresses of two referees and enclosing a curriculum vitae, should be sent to the Headmaster by June 6th 1985.

THE HOWARD GRAMMAR/SECONDARY SCHOOL.
Gillingham, Kent
(A Grammar-Modern School of 1,700 boys aged 11 to 19 with a Sixth Form of 250)
Required in September 1985, a teacher of SCIENCE, Combined Science in the first two years, and Separate Sciences thereafter. Excellent facilities and well-equipped Department in which willingness to learn some Mathematics as well would very helpful. Previous experience not essential.
Apply by letter to the Headmaster with full c.v. and the names of referees.

GRAVESHAM DIVISION
THAMESVIEW SCHOOL
Thong Lane, Gravesend DA12 4LF
(Group 10)
Headmaster: M. Bowers, B.A.
Required from 1st September, 1985, teacher of Biology and Physical Science, Scale 1, mainly to C.S.E. and 'O' level. The ability to teach Science would be an advantage.
The teacher would join a committed and successful Science Department offering courses in Physics, Chemistry, Integrated Science, Electronics, Human Biology and Applied Science.
Thamesview School is an oversubscribed 11 - 17 mixed High School of 1,070 pupils within the Thamms-side system of secondary education. There is a 6th Form.
Applications, forms and further details may be obtained from the Headmaster at the School (s.a.e. please), to whom they should be returned by 14th June, 1985.

TUNBRIDGE WELLS DIVISION
ST. GREGORY'S CATHOLIC COMPREHENSIVE SCHOOL
Reynolds Lane, Tunbridge Wells
11 - 18 Mixed Comprehensive
SCALE 1
Required for September to teach Biology up to 'O' level and Chemistry to C.S.E.
Further details and application forms available from the Headmaster at the School. Please send S.A.E.
Completed application forms to be returned to the Headmaster within 2 weeks after the appearance of the advertisement.

HUNDRED OF ROO SCHOOL
Main Road, Hoo, Rochester, Kent
Co-educational 1,200 pupils
Required for September 1985 PHYSICS teacher. Excellent facilities in a thriving faculty. Ability to teach Biology would be an advantage.
Letters of application and CV with names and address of two referees to the Headmaster (SAE please). (10552) 134822

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
BATLEY HIGH SCHOOL FOR BOYS
Field Hill, Batley, West Yorks. WF17 0BJ
(11 - 16 comprehensive, 1500 on roll)
Ref 84
Required for September 1985 a SCALE 1 teacher of PHYSICS to teach the subject throughout the school to A-level. Applicants should be prepared to teach some Nuffield Combined Science and Secondary Science. A Scale 1I post will be available for a suitably qualified and experienced candidate.
Application forms (s.a.f.e. please) from the Head Teacher at the school to whom completed forms should be returned by 14 June. Applications should be received within 14 days of this advertisement.
An equal opportunity employer. (10592) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

SIR JONATHAN NORTH COMMUNITY COLLEGE
Hamilton Lane East, Leicester LE5 2GU
(11 - 16 Secondary)

Roll 748

BIOLOGY SCALE 1

Required August 1985, for one year, teacher of Physics to 'O' level and CSE level. Ability to offer maths or computing also.
Apply by letter with C.V. and 2 referees to Headmaster without delay.
(10580) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

MARY LINWOOD SCHOOL
Tremont Road, Leicester LE5 6UA

(11 - 16 Secondary)

Roll 1045

SCIENCE SCALE 1

Required August 1985, teacher of Science for this 11 - 16 school.

Please contact the Headteacher for further details and application forms (SAE). (00499) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester LE7 8LY
(11 - 14 High, 14 - 18 Upper)

Roll 1407

SCIENCE SCALE 1

Required August, a Specialist teacher of Physics. Ability to teach to 'A' level essential.

Please contact the Headteacher for further details and application forms (SAE). (00498) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

ROBERT SMYTH UPPER SCHOOL
Burrmills Road, Market Harborough, Leics. LE16 7JG

(14 - 18 Upper)

Roll 1250

SCIENCE SCALE 1

Required August 1985, a teacher of Chemistry to teach Nuffield Chemistry and Materials Chemistry to 4th and 5th years. Some contribution to the teaching of General Science is also expected. Possibility of 'A' level work for suitably qualified teacher.

Please contact the Headteacher for further details and application forms (SAE). (10533) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

GUTHLAXTON COLLEGE
Station Road, Wigston Magna, Leicester LE8 2DB

(14 - 18 Upper)

Roll 1500

SCIENCE SCALE 1

Required August, teacher of Physics to 'O' level and 'A' level. An interest in Design Technology and also Combined Science desirable.
Please contact the Headteacher for further details and application forms (SAE). (10341) 134822

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer

JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Kinckley, Leics. LE9 7LE

(14 - 18 Upper)

Roll 1880

PHYSICS SCALE 1

Required August teacher of Physical Sciences to 'O' level and 'O' level and boys' physical education.

Please contact the Headteacher for further details and application forms (SAE). (10340) 134822

MANCHESTER
CITY COUNCIL
TEACHER OF SCIENCE SCALE 1
BROOKWAY HIGH SCHOOL
Moor Road, Wythenshawe, Manchester M23 9BP
Required September 1985, a committed and enthusiastic science teacher to teach mainly Biology to 15 plus level in the upper school and Combined Science in the lower school. The person appointed will be expected to play an active part in a developing faculty area.
Application forms from the Headteacher at the school to whom they should be returned by 14 June 1985.
An Equal Opportunity Employer. (10316) 134822

NORTH YORKSHIRE
COUNTY COUNCIL
FILEY SCHOOL
Muston Road, Filey YO14 0HG
11 - 16 mixed comprehensive with 630 pupils on roll
Required for September 1985 a teacher of GENERAL SCIENCE (Scale 1) to teach mainly in the lower school. An ability to teach Physics would be an additional advantage as would Computer Studies/Information Technology and the ability and willingness to contribute to the design and technology department, teaching of ordinary level technology.
Applications by letter with curriculum vitae and giving the names and addresses of two referees to reach the Head of the school no later than 10 days after the appearance of this advertisement. Further information available on request from the Head. (10359) 134822

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
MARDEN HIGH SCHOOL
Hartington Road, North Shields NE30 3HZ
Required for 1st September 1985 a teacher of Physics to 'O' level and 'A' level Scale 1.
Application forms are available on receipt of a stamped addressed envelope and should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (10441) 134822

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunities Employer)
SCIENCE (Scale 1 plus Outer London Allowance)
RECTORY SCHOOL
Hanworth Road, Hounslow, Middlesex TW13 5NB
(An 11 - 16 mixed comprehensive, 976, with an approximate roll of 950)
Required for September 1985, a graduate teacher to join an expanding and lively Science Department to teach Physics and Chemistry to 'O' Level with Integrated Science in the lower school. The school is involved in the Microelectronics Education Support Unit (MESU) Scheme, thus an interest in Technology/Electronics would be an advantage.
Forms and further details from the Director of Education, Regal House, London Road, Twickenham, TW1 3QB (s.a.e. please) to be returned to the Headmaster at the school by Friday 7th June 1985. (04463) 134822

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
BROOK HOUSE
Richmond Road, Sheffield S13 8PE
Required for September 1985, an experienced teacher of Chemistry and Biology. Scale 1.
Application forms and further details are available from the Headteacher at the school to whom completed forms should be returned by 7th June. (04085) 134822

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
HIGH STORRS SCHOOL
Ecclesall Road, Sheffield S11 7JH
Required for September 1985, a teacher of Physics to 'A' level Scale 1.
Application forms and further details are available from the Headteacher at the school to whom completed forms should be returned by 7th June. (04087) 134822

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
KING EGBERT SCHOOL
Fairoles Avenue, Sheffield S17 3QN
Required for September 1985, a teacher of Physics and Mathematics. Scale 1.
Application forms and further details are available from the Headteacher at the school, to whom completed forms should be returned by 7th June. (04088) 134822

NORTH TYNESIDE
METROPOLITAN BOROUGH OF NORTH TYNESIDE
EDUCATION COMMITTEE
MARDEN HIGH SCHOOL
Hartington Road, North Shields NE30 3HZ
Required for 1st September, 1985 a teacher of Physics to 'A' level Scale 1.
Application forms are available on receipt of a stamped addressed envelope and should be returned as soon as possible.
It is the policy of this Council to provide equal employment opportunities and consideration will be given to all suitably experienced and qualified applicants regardless of disability, sex, race or marital status. (10441) 134822

NORTHAMPTONSHIRE
MONTSAYE SCHOOL
Grennins Road, Rothwell, Kettering, Northants. NN14 6BB

Montsaye is an 11 - 18 comprehensive (1840 on roll, 105 in the Sixth Form) serving a rural catchment area.
Required for September 1985 a well qualified TEACHER OF MATHEMATICS, Scale 1, to work in a well-equipped department with a good record of success. Some contribution to the teaching of General Science is also expected. Possibility of 'A' level work for suitably qualified teacher.
Please contact the Headteacher for further details and application forms (SAE). (10342) 134822

NORTHUMBERLAND
KING EDWARD VI HIGH SCHOOL
East Cottingwood, Morpeth
Group 13. 13 - 18
Comprehensive 1300 pupils, inc. 300 in 6th form
Required from September 1985 an A.S.A.P. thereafter, Graduate Physics teacher Scale 1 to teach at all levels. Ability to offer maths or computing also.
Apply by letter with C.V. and 2 referees to Headmaster without delay.
(10580) 134822

NORTHUMBERLAND
KING EDWARD VI HIGH SCHOOL
East Cottingwood, Morpeth
Group 13. 13 - 18
Comprehensive 1300 pupils, inc. 300 in 6th form
Required from September 1985 on A.S.A.P. thereafter, Graduate Physics teacher Scale 1 to teach at all levels. Ability to offer maths or computing also.
Apply by letter with C.V. and 2 referees to Headmaster without delay.
(10580) 134822

NOTTINGHAMSHIRE
COUNTY COUNCIL
EDWINSTOWE HIGH SCHOOL
Church Street, Edwinstowe, Mansfield NG21 9QX
Required September 1985 a teacher of Physics to 'A' level. Ability to teach Chemistry to 'O' level and CSE also desirable.
Application forms and further details from the Headteacher at the school to whom completed forms should be returned by 14th June. (10586) 134822

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WESTFIELD SCHOOL
Mosborough, Sheffield S19 5AD
Required for September 1985, a teacher of Physics/Biology. Scale 1.
Application forms and further details are available from the Headteacher at the school to whom completed forms should be returned by 7th June. (04091) 134822

SOLIHULL
EDUCATION COMMITTEE
SCALE 1 PHYSICS TEACHERS

SECONDARY SCIENCE
continued

WARWICKSHIRE

NICHOLAS CHAMBERLAINE SCHOOL
Bulkington Road,
Bedworth, Nuneaton CV12 9EA

Required for autumn term 1985, a teacher of Physical Sciences (Chemistry Scale 1). Chemistry teaching at advanced level available for suitably qualified candidate who may also be asked to help with science schemes at junior level. Physical Sciences staff contribute to 'O' level technology teaching.

Application by letter with curriculum vitae and giving the names and addresses of two referees to reach the Head of the school not later than 10 days after the appearance of this advertisement.

Further information available on request to the Head. (12258) 134822

WEST SUSSEX

MILLAIS SCHOOL
Depot Road, Horsham, West Sussex RH13 5HP
11 - 16 Girls comp. NOR 1136
Required for September 1985, a Graduate Chemist - Scale 1/2 to teach the subject throughout the school to 'O' level and possibly 'A' Level. An interest in the teaching of the subject to less able will be an advantage though not essential. The school has a well equipped laboratory for Science.

Please apply in writing to the Headmaster giving the names and addresses of two referees as soon as possible.

WIRRAL COUNTY

GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral L63 3AR
Required for September 1985, GRADUATE BIOLOGIST - SCALE 1.

To join large and successful department. Able to teach throughout the school including 'A' level classes.

Applications by letter with curriculum vitae, and the names of two referees should be sent to the Headmistress at the address above.

WOODCHURCH HIGH SCHOOL
Lower Bridge Road, Higher Bebington, Wirral L49 7NG
Tel: 051-677 4159/5357
1460 on roll i.e. 300 plus Sixth Form. Comprehensive Co-educational
Required for September 1985. GRADUATE - SCALE 1.

To teach CHEMISTRY up to, and including 'A' level and together with some Integrated Science. The person appointed will have sympathy for the needs of the whole ability range and the enthusiasm to assist in the development of Integrated Science Courses. Post suitable for first appointment.

Application form and further details available from the Headmaster at the school (S.A.E. please) to be returned as soon as possible. (10043) 134822

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Teacher of Biology, Scale 1 required for vacancy in local Secondary Schools from September 1985. Applications are invited from final year students or experienced teachers.

Application forms are available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (10655) 134822

WILTSHIRE

DAUNTSEY'S SCHOOL
West Yatton, Chippenham, Near Devizes, Wiltshire

H.M.C./Coeducational/Independent - 500 Pupils

(approx. 160 on 'A' Level courses)

Sixth Form College for Lavington Comprehensive School

Well-qualified Graduate required for September 1985 as Assistant in a Chemistry Department of four. Applicants who can not be free until January 1986 will be considered and in this event a temporary appointment will be made for September.

Salary: Above Burnham, Government Teachers' Superannuation Scheme.

Applications with curriculum vitae and the names of two referees should be made as soon as possible to the Head Master, from whom further details may be obtained.
(10048) 134822

WILTSHIRE
COUNTY COUNCIL

CLARENDON SCHOOL
Priory Road, Tytherton, Wiltshire SA14 8DJ.

11 - 18 mixed comprehensive, 1385 pupils

SCIENCE Scale 1
Chemistry/Biology

Required for September 1985, a Teacher of Science with a specialist interest in Chemistry and/or Biology. Both subjects are taught to CSE, 'O' and 'A' level in addition there is a developing programme of combined sciences teaching to which the appointee would be expected to contribute.

Application form and further details obtainable from the Headteacher on receipt of s.a.e. Closing date fourteen days from the appearance of this advertisement.
(10419) 134822

WILTSHIRE

WOOTTON BASSETT SCHOOL
Lime Kiln, Wootton Bassett, Swindon SN4 7HD

Tel: 0793 85212

A co-educational comprehensive school for 1500 pupils aged 11 - 18

Required for September 1985 or as soon as possible therafter a Scale 1 teacher of Biology to teach pupils and to share in the Combined Science work of the Lower School and the integrated Science Block of the Upper School. There are 11 modern laboratories with technician assistance.

Applications by letter, including the names and addresses of two referees, to the Headmaster at the school. S.A.E. (04101) 134822

WILTSHIRE
EDUCATION COMMITTEE

THE RIDGEWAY SCHOOL
Inverary Road,
Wroughton, Swindon,
Wiltshire SN4 9DR

Tel: Swindon (0793) 812824

Required for September 1985 in this well established purpose built mixed 11 - 18 comprehensive school with 1200 on roll.

Well qualified teacher of PHYSICS - Scale 1, to join a hardworking and successful department to teach across the age and ability range to 'A' level.

Assistance with removal and lodging allowance in approved cases.

Apply immediately by letter to the Headmaster enclosing full c.v. and the names and addresses of two referees. (10555) 134822

WIRRAL

METROPOLITAN BOROUGH OF WIRRAL
ROCKY FERRY HIGH SCHOOL
Ravenswood Avenue, Birkenhead L42 4NY
Boys & Girls Comprehensive 11 - 18. N.O.R. 1254
Nov. 84 Sixth Form 150
Required for September 1985, A Graduate Chemist - Scale 1/2 to teach the subject throughout the school to 'O' level and possibly 'A' Level. An interest in the teaching of the subject to less able will be an advantage though not essential. The school has a well equipped Laboratory for Science.

Please apply in writing to the Headmaster giving the names and addresses of two referees as soon as possible.

WIRRAL COUNTY

GRAMMAR SCHOOL FOR GIRLS
Heath Road, Bebington, Wirral L63 3AR
Required for September 1985, a Graduate Biologist to teach throughout the school including 'A' level classes.

Applications by letter with curriculum vitae, and the names of two referees should be sent to the Headmistress at the address above.

WOODCHURCH HIGH SCHOOL
Lower Bridge Road, Higher Bebington, Wirral L49 7NG
Tel: 051-677 4159/5357
1460 on roll i.e. 300 plus Sixth Form. Comprehensive Co-educational
Required for September 1985. GRADUATE - SCALE 1.

To teach CHEMISTRY up to, and including 'A' level and together with some Integrated Science. The person appointed will have sympathy for the needs of the whole ability range and the enthusiasm to assist in the development of Integrated Science Courses. Post suitable for first appointment.

Application form and further details available from the Headmaster at the school (S.A.E. please) to be returned as soon as possible. (10043) 134822

WOLVERHAMPTON

BOROUGH COUNCIL
EDUCATION COMMITTEE
Teacher of Biology, Scale 1 required for vacancy in local Secondary Schools from September 1985. Applications are invited from final year students or experienced teachers.

Application forms are available from the Director of Education, Education Department, Civic Centre, St. Peter's Square, Wolverhampton WV1 1RR, to whom they should be returned within 14 days of this advertisement. (SAE Please).

Wolverhampton is an equal opportunity employer and vacancies are open to both sexes, all races and registered disabled people. Applications from registered disabled people are particularly encouraged in accordance with the Council's policy. (10655) 134822

Social Studies

Scale 2 Posts and above

SURREY

EDUCATION COMMITTEE
THERFIELD SCHOOL
Scale 1/2 Sociology Teacher
See under 'Secondary: Sociology, Scale 1' - 10486) 135030

Scale 1 Posts

CUMBRIA
COUNTY COUNCIL
QUEEN KATHERINE SCHOOL
Appleby-in-Westmorland, Cumbria CA16 6XJ
(Mixed Comprehensive, N.o.r. 1515)
A suitably qualified teacher of Sociology required September 1985. Applicants must be prepared to offer English as well. 'A' level work is available. Scale 1. Application forms and further information from the Head of the School, to be returned by 14th June 1985 (s.a.e. please). (10585) 135022

DERBYSHIRE

See Derbyshire Display advert post reference AE/1367/8 and AE/1347 Page 51. (10615) 135099

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHARLTON ADAM SECONDARY SCHOOL
Mallard Way, Ipswich IP2 9LR
11 - 18 Mixed Comprehensive
Roll 1613
Required for September 1985 a well qualified TEACHER OF SOCIOLOGY (Scale 1) to be responsible for Sociology to 'A' level. The subject is already firmly established.

Apply immediately by letter with curriculum vitae and names and addresses of two referees to the Head of the School enclosing s.a.e. for details. (10064) 135099

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
CHARLTON ADAM SECONDARY SCHOOL
Mallard Way, Ipswich IP2 9LR
11 - 18 Mixed Comprehensive
Roll 1613
Required for September 1985 a well qualified TEACHER OF SOCIOLOGY (Scale 1) to be responsible for Sociology to 'A' level. The subject is already firmly established.

Apply immediately by letter with curriculum vitae and names and addresses of two referees to the Head of the School enclosing s.a.e. for details. (10064) 135099

SURREY
EDUCATION COMMITTEE
CHERFIELD SCHOOL
(13 - 18 Mixed Comprehensive. Number on Roll 1194 including 210 in 6th Form)

Scale 1/2 Sociology Teacher required for 4 September 1985. Able to teach to 'A' Level.

Application forms and further details from The Headteacher (Tel: Leatherhead 377661). (04885) 135022

WALTHAM FOREST
AN EQUAL OPPORTUNITY EMPLOYER
LEYTON SENIOR HIGH SCHOOL FOR GIRLS
Colworth Road, London E11
Head: Mrs. C. Broomfield
Required for September,

TEACHER OF COMMUNITY EDUCATION SCALE 1 (plus Outer London and Social Priority Allowances) to assist in this comprehensive school for girls aged 14 - 18 years (750 on roll) to co-ordinate a popular and successful programme. An interest in remedial work would be helpful but candidates offering other specialisms would be welcome.

Contact Headteacher for application form and further details (send s.a.e.).

Closing date: 14th June, 1985.

Ref: P83/402.
(10489) 135022

Speech and Drama

Scale 2 Posts and above

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT

(536 Girls on Roll; 140 in Sixth Form)

Required for September a teacher of Drama & Theatre Studies to join an established and thriving department which offers curriculum drama, AO and A Level.

The successful candidate will need good teaching experience on theatre related activity and knowledge of technical theatre is also necessary. There is the opportunity to develop both academic courses and theatrical awareness as the school expands its Performing Arts facilities.

Further details and application forms from the Headmistress' Secretary at the above address.
(04625) 135220

Scale 1 Posts

BERKSHIRE
THE TIMBROOK COMPREHENSIVE SCHOOL
Smithbrook Road, Wokingham RG11 1EE
NOR: 1240
Required for 1st September 1985 a teacher of Drama and Music, Scale 1.

The successful candidate will be expected to teach approximately half in their able in each department and should therefore be well qualified in both subjects. At the moment Drama is taught up to C.S.E. level and Music to 'A' levels up to University entrance. Both departments enjoy wide reputations locally for instrumental work in their fields and the successful candidate will be expected to contribute to those commitments.

Details of the post and application forms available from the Head Teacher (s.a.e. please).

Closing date: 14th June 1985.

An Equal Opportunity Employer. (10604)

DERBYSHIRE

See Derbyshire Display advert post reference 1089/29 Page 51. (03444) 135922

DORSET
STURMINSTER NEWTON HIGH SCHOOL
Bath Road, Sturminster Newton DT10 1DU
Tel: 0258 72642
(11 - 16 mixed comprehensive)
TEACHER (Scale 1)
Required September 1985 for Drama and some English. Excellent facilities (full equipped studio/workshop) involving courses to CSE and 'O' level.

Letters of application with full CV and names and addresses of two referees to Headmaster as soon as possible. Further details can be obtained from school on request. (04497) 135922

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

ROBERT SMYTH UPPER SCHOOL
Burnmill Road, Market Harborough, Leics. LE16

(14 - 18 Secondary)

Roll 1350

DRAMA SCALE 2

Required August 1985, a teacher to be responsible for Drama. Applicants should be able to offer English as a second subject.

Please contact the Headteacher for further details and application forms (6A2). (03419) 135922

HARINGEY
Progress with Humanity

HORNSEY SCHOOL FOR GIRLS
Inderwick Road, London N8 9JF
Tel: 01-348 6191
11 - 18 Girls' Comprehensive School
Required for September 1985:
1. ASSISTANT TEACHER OF DRAMA. SCALE 1
Applications specialist is required to share the teaching of Drama while the post is recently established and developing department. A serious commitment to Drama as an Arts Education is important, as is a sensitive approach to the needs of individual pupils. It is hoped that the successful candidate will be willing to participate in extra-curricular Drama and Video-making activities.

London Allowance £1,038 payable. Removal allowance 100% allowed in approved cases.

Application forms and further details (s.a.e.) may be obtained from the Head Teacher, to whom they should be returned by Wednesday, 12th June 1985.

Haringey is an equal opportunity employer. (04476) 135222

SURREY
EDUCATION COMMITTEE
ABINGER COUNTY SCHOOL
Stanwell Road, Ashford, Middx.
13 - 18 Mixed Comp. 1130 NOR
Required September 1985, Scale 1 teacher of DRAMA throughout the School.

Further details and application forms from the Headteacher, Ashford 54161. (10260) 135222

SUTTON
LONDON BOROUGH OF SUTTON
EDUCATION DEPARTMENT
WALLINGTON HIGH SCHOOL FOR GIRLS
Wandle Road, Wallington, Surrey SM6 7EW
Tel: 01-647 9380
(Girls' Comprehensive School, 11 - 18. 647 on roll)
SPEECH AND DRAMA - SCALE 1
Required for September 1985 a well qualified teacher of English and Drama. Both subjects are taught throughout the school in a successful and lively department which also closely jointly with the local boys' school at GCE 'A' level and in a number of other areas of the 'O' level. An energetic and enthusiastic teacher is sought, committed to extra-curricular activities is needed to build on the work that has been begun. A Scale 2 post is available for a suitably experienced candidate.

Applicants should submit a full curriculum vitae with the names and addresses of two referees to the Headteacher as soon as possible
(10264) 135222

Technology

Scale 1 Posts

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
Non Secondary: Business Communics and Business Studies. (10364) 135529

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
MIRFIELD HIGH SCHOOL
Kitson Hill Road, Mirfield, West Yorks. WF14 9EZ
11 - 18 DES
Strong, well established Design faculty requires for September 1985 an enthusiastic member to introduce and oversee the development of TECHNOLOGY within the Craft, Design and Technology Department. This is a new post and the proposed development should be viewed as a long term project leading the GCSE and possibly 'A' level courses. The post is SCALE 1.

Suitably candidates should be able to support their application by experience in some of the following areas. C.D.T., Design or Graphics. Experience with computers would be an advantage.

Application forms from the Head Teacher at the school to whom completed forms should be returned as soon as possible.

An equal opportunity employer. (10595) 135522

Other than by Subject Classification

Scale 2 Posts and above

AVON COUNTY
ST KATHERINES SCHOOL
Pill Road, Pill, Bristol
Required from September, or as soon as possible thereafter a teacher to be responsible for pupils with special needs, in particular for the integration of physically handicapped and visually impaired children into the school. Purpose-built accommodation and ancillary assistance available.

An advanced qualification in Special Education preferred but not essential. Scale 2 or 3 post available to suitably qualified and experienced person. Please state teaching subjects offered.

Letters of application to the Headteacher immediately giving full c.v. and names of two referees, enclosing sae.

Avon is an equal opportunities employer. (10428) 135220

NEWHAM
LONDON BOROUGH OF NEWHAM
COMPENSATORY SUPPORT TEAM
Scale of post: 2/3
Required: January 1986 or soon as possible.

A teacher with experience of teaching ethnic minority pupils in an inner city school.

Ability to work in less structured situations and to take responsible decisions, Knowledge of other languages/dialects an advantage. This is a Section 11 post.

LONDON ALLOWANCE £1,038

Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 11th June 1985.

Education Offices, 370/380 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (10117) 135685

OXFORDSHIRE
COUNTY COUNCIL
TEACHING FOR TRAVELLER CHILDREN
Chipping Norton

Vacancies for January or earlier if possible, a sympathetic Teacher (Scale 2) interested in giving support to Traveller children from pre-school to the end of the Secondary age range to the Chipping Norton area. Applicants must have specific skills in the teaching of reading and a flexible approach towards meeting the particular needs of Traveller children and families.

Further details and application forms from the Head teacher, St. Mary's C.E. Junior School, The Green, Chipping Norton, SAE please. (12271) 135499

Scale 1 Posts

BERKSHIRE
HUNTERCOMBE
EDUCATION CENTRE
Reta, North Wales
Required from September 1985 for this well established Centre which serves Berkshire schools, a Scale 1 teacher, applicants will be expected to offer expertise in Biology, Geography or Environmental Studies with interest in Ecology and Conservation. Experience and enthusiasm in outdoor pursuits and a background in Outdoor Education would be an advantage.

For further details and application forms please apply to the Director of Education (Ref 3/85), Educational Development, Shire Hall, Shinfield Park, Reading RG2 9XE. Closing date: 21st June.

An Equal Opportunity employer. (10068) 135522

CYNGOR SIR GWYNEDD
COUNTY COUNCIL
ADRAN ADDYSG
EDUCATION DEPARTMENT
Cyfarlaiau trwy fyllyr yn rhoi manylion llawn am dau swydd yn unig wedi'i hariannu'r ysgol ar gynlluniau Cyflogaeth Ieuenctid a Hyfforddiant Medi 1985:-

YSGOL ABERCONWY
Conwy
(cyfun 11 - 18, 1100 o ddisgyblion)
1. PENNAETH CERDD. Cyfog Graddfa 3.
2. Athro/Athrawes i ddysgu Cerddoriaeth yn ysgol Gwaith Lefel A i ymgeiswyr cymwys. Lefel A i ymgeiswyr cymwys.
Cyfog Graddfa 1.

Applications by letter giving full c.v. and names of two referees to the Headteacher of the school for the post required.

Required for September 1985:-
YSGOL ARDUDWY
Harlech
(comprehensive 11 - 18; 700 o ddisgyblion)
1. HEAD OF PHYSICS to teach the subject throughout the school. Salary Scale 3.
2. Teacher of GENERAL SCIENCE and to assist with Physical Technology. Salary Scale 1.
3. Teacher of MATHEMATICS to CSE/'O' level. The ability to teach Computer Studies and General Science an advantage. Salary Scale 1. (Probationary).

YSGOL ABERCONWY
Conwy
(comprehensive 11 - 18; 1100 o ddisgyblion)
1. HEAD OF MUSIC. Salary Scale 3.
2. Teacher of BIOLOGY to pupils throughout the school. Ability range and possibility of 'A' Level work for suitable applicant. Salary Scale 1.

Gwilym E. Humphreys,
Cyfarwyddwr Addysg.
Director of Education.
(10565) 135685

DERBYSHIRE

See Derbyshire Display advert post reference AE/1512/8 Page 51. (33440) 135622

ESSEX
WOODLANDS SCHOOL
Tendy End, Basildon
Tel: Basildon 282146
(Roll 1400)
GENERAL SUBJECTS Scale 1
Required September 1985, a teacher of General Subjects to assist in the Humanities faculty of this Comprehensive school.

Curriculum vitae and names of referees to Head Teacher (foolscap s.a.e.). (10474) 135699

SECONDARY OTHER THAN BY SUBJECT
continued

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST SECONDARY SCHOOL FOR GIRLS
Heath Lane, Dartford DA1 2QH

Required for September 1985:
1. French, Scale 1.
2. French/German, Scale 1.
3. Home Economics - CCE Courses in Food and Nutrition. CSE courses in Home Management and Cook and Hostess, Scale 1.
4. R.E. Scale 1.

Applications to Headmistress with full curriculum vitae and names and addresses of two referees.

MAIDSTONE DIVISION
SWADELANDS SCHOOL
Lenham, Maidstone ME17 2QJ
Required September 1985 for this Group 10 mixed High School in rural setting:
1. Teacher of French, with German an advantage.
2. Teacher of Mathematics, with Computer Studies. Scale 2 maybe available.

SAE to Headmaster for further details. (10355) 135622

Scale 2 Posts and above

NEWHAM
LONDON BOROUGH OF NEWHAM
LITTLE ILFORD SCHOOL
Browning Road, London E12 6ET
Head Teacher: S. J. Ezra
Number on roll: 1100
CAREERS TEACHER (TEMPORARY)
Scale 2
Required: SEPTEMBER 1985, a qualified teacher able to help with the planning and running of careers facilities with the return from maternity leave.

LONDON ALLOWANCE £1,038 plus Social Priority Allowance.

Application forms/further particulars (s.a.e. please) available from The Head Teacher/Director of Education to whom completed forms should be returned by 11th June 1985.

DIRECTOR OF EDUCATION
370/380 High Street, Stratford E15 4RD.

An Equal Opportunity Employer. (04066) 135222

NEWHAM
LONDON BOROUGH OF NEWHAM
BRAMPTON MANOR SCHOOL
Roman Road, London E6 3BQ
Head Teacher: D. Williams
Number on roll: 1250
TEACHER OF ENGLISH
Required: September 1985.

Applications for the post are invited from graduates with a specialism in English and Art across the ability and age range.

LONDON ALLOWANCE £1,038

Application forms (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 11th June 1985.

Please telephone 01-554 0861 for further particulars and application form.

Application forms from and to be returned to The Principal by 15th June 1985.

NEWHAM IS AN EQUAL OPPORTUNITY EMPLOYER. (10067) 140022

HARROW
EDUCATION COMMITTEE
STANMORE SIXTH FORM COLLEGE
Elm Park, Stanmore, Middx. HA7 4BQ
Tel: 01-954 0961
Required for 1st September 1985 a Scale 2 teacher for Office Skills. This includes Typewriting, Audio Typing, Shorthand and Word Processing up to RSA examination standard. Applicants with no experience of Word Processing will be considered as appropriate training will be given.

Please telephone 01-954 0861 for further particulars and application form.

Application forms from and to be returned to The Principal by 15th June 1985.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10086) 140022

LONDON SW7
MANDER PORTMAN WOODARD
Independent sixth form college for Central London and Birmingham students
Required for September: GENERAL ENTHUSIASTIC GRADUATES for Oxbridge, A and O Level classes in Science and Maths. Classes are small (7 - 15), and no extra-curricular activities are involved. Competitive remuneration.

Write with c.v. to: The Principal, 24, Elvaston Place, London SW7 5NL. (10278) 140022

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

RICHMOND UPON THAMES COLLEGE
(TERTIARY)

Half-time LECTURER in MATHEMATICS required from 1st September.

For details please see under 'Further Education' (04461) 140022

SANDWELL
METROPOLITAN BOROUGH COUNCIL

DEPARTMENT OF EDUCATION

ROWLEY REGIS COLLEGE

(16 - 19 Open Access Co-education Secondary College)

Required for September 1985 CONSONANCE and/or BUSINESS STUDIES Scale 1.

Up to 'A' level standard. Opportunities are available to work in B.T.E.C. General and National Certificate courses and C.P.V.E.

Further details from the Principal.

Letters of application stating full C.V. and names and addresses of two referees should be forwarded immediately to the Principal, Mr. Hewes Lane, Rowley Regis, Sandwell, Warley, West Midlands.

Closing date 13th June 1985.

Sandwell is an equal opportunity employer.

Canvassing of members of the Authority will disqualify. (10011) 140022

SOLIHULL
LOCAL EDUCATION AUTHORITY
SOLIHULL SIXTH FORM COLLEGE
Widney Manor Road, Solihull, West Midlands B91 3JQ
Tel: 704 2581
Required from September 1985 a SCALE 1 TEACHER OF BIOLOGY to teach up to 'A' level, for one year only initially.

Further details available from the Principal at the College (s.a.e. please).

Closing Date: 14th June 1985. (10617) 140022

Scale 1 Posts

BARNET
LONDON BOROUGH OF BARNET
HENDON SUBJECT SIXTH FORM COLLEGE
Wellgrove Road, North Finchley N12 0BY
Tel: 01-445 2205
500 students. 16 - 19 mixed.
Open access.
Required SEPTEMBER, 1985, graduate MATHEMATICIAN (Scale 1) to join department of six. 190 students study A-level courses in Mathematics as well as 80 for O-level and 24 for RSA examinations. Successful applicant will be required to teach at least to O level COMPUTING SCIENCE.

In approved cases assistance may be given towards the payment of removal expenses and temporary lodging allowances.

Apply in writing as soon as possible, giving details of payment of removal expenses and temporary lodging allowances.

Apply in writing as soon as possible, giving full c.v. and names of two referees. S.A.E. (04481) 140022

ESSEX
PALMER'S SIXTH FORM COLLEGE
Chadwick Road, Grays (Roll 700)
Tel: Grays Thurrock 70121
Scale 1
A graduate required in September 1985 to teach 'A' and 'O' level Physics. A Scale 2 post may be available for suitably qualified applicant.

Further details of application to the Principal, including names of two referees (foolscap s.a.e. please). (10628) 140022

HAMPSHIRE
ITCHEN COLLEGE
Middle Road, Southampton SO16 3QS
(16 - 19 Open Access NOR: 620)
Required September Teacher for Biology to 'A' level Nuffield traditional and social. Interests with students for Oxbridge and less able material.

Application by letter to Principal with curriculum vitae and names of two referees. (10193) 140022

HARROW
EDUCATION COMMITTEE
HARROW SIXTH FORM COLLEGE
Lowlands Road, Harrow HA1 3AT
Tel: 01-864 5968
Required for 1st September 1985 a Scale 1 teacher for Economics as a 'A' and 'O' level. An ability to teach up to 'A' level would be an advantage.

Please Tel: 01-954 0861 for further particulars and application form. Application forms from and to be returned to The Principal by 12th June 1985.

HARROW IS AN EQUAL OPPORTUNITY EMPLOYER. (10067) 140022

LONDON SW7
MANDER PORTMAN WOODARD
Independent sixth form college for Central London and Birmingham students
Required for September: GENERAL ENTHUSIASTIC GRADUATES for Oxbridge, A and O Level classes in Science and Maths. Classes are small (7 - 15), and no extra-curricular activities are involved. Competitive remuneration.

Write with c.v. to: The Principal, 24, Elvaston Place, London SW7 5NL. (10278) 140022

Scale 2 Posts and above

EAST SUSSEX
LEARNING SUPPORT SERVICE
Required from September: a Learning Support Teacher (Scale 2) to work in the Treyford area of the county. Candidates will be expected to have successful experience of work with children with specific learning difficulties. Candidates must possess a car and hold a current driving licence. A travel allowance is payable in accordance with NJC rates. This is a re-advertisement.

Relocation grants available in approved cases.

Application forms and further details (see please) from County Education Officer, PO Box 7, County Hall, St Anne's Crescent, Lewes BN7 1SG or for informal visits to the Area Co-ordinating Teacher, Tilbury House, Florence Road, Brighton BN1 6DJ by June 14. (33496) 135030

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SPECIAL EDUCATIONAL NEEDS FOR HEARING IMPAIRED CHILDREN
VISITING TEACHER FOR HEARING IMPAIRED CHILDREN
CANTERBURY AND THANET AREAS
The County Council has well-established services for Hearing Impaired children. There is a comprehensive Audiological service and close liaison with medical and psychological services.

There is a vacancy for a qualified and experienced Teacher of the Deaf with the initial task of developing Hearing Impaired children's work in the Canterbury and Thanet areas from January, 1986 or earlier if possible.

Salary: Scale 3.

Application form and further details available from the County Education Officer (ref 17) Springfield, Maidstone, Kent (sae please) to whom they should be returned by 14th June 1985.

MOLEHILL COPSE CPS, Maidstone.
UNIT FOR HEARING IMPAIRED CHILDREN
Required January 1986, a qualified and experienced Teacher of the Deaf to work initially with a top junior group, but with the ability to teach nursery or infant aged children. The Authority has well-established services for hearing impaired children including a comprehensive audiological service and close liaison with the psychological and health services.

Scale 2 plus ISA.

Further details and an application form available from the County Education Officer, (ref 77), Springfield, Maidstone, Kent (sae please) to whom they should be returned by 14th June 1985.

Application forms are available from the Chief Education Officer, Education Offices, Woodlands Road, Maidstone, Kent ME14 1XQ (Roll 131).

Required September, 1985. Temporary teacher required to cover period of recruitment of permanent member of staff for one academic year 1985/86 in this 40 place special school for children with moderate learning difficulties (a.l.d.) and suitable for the ISA.

Application forms available from the Headmaster by 14th June 1985. (10295) 140022

SHROPSHIRE
EDUCATION COMMITTEE

RHYN PARK SCHOOL
St Martins, Oswestry, Shropshire

11 - 16 comprehensive

Required for September 1985 or January 1986 a co-ordinator for Learning Support across the curriculum for pupils with special needs. Up to date qualification, leadership skills and a commitment to develop Warnock approaches essential. Scale 3.

For further details and application form apply to the Head immediately. Closing date: 17 June 1985. (04129) 140022

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
ABBEYDALE SPECIAL SCHOOL
Tapton Mount Crescent, Sheffield S10 5AY
(A DAY AND RESIDENTIAL SCHOOL FOR VISUALLY HANDICAPPED)
Required for September 1985 a qualified and experienced teacher of the visually handicapped to act as a support teacher in the classroom for pupils, on whom Statements are maintained, are those substantially the same as have emotional, behavioural and social difficulties and to be head of the facilities available at the Centre.

Applications together with curriculum vitae and names of referees should be submitted to The North West Area Education Officer, Limmer, 9 Linthaker Road, Woking, Surrey GU22 7EU (Tel: Woking 4311) as soon as possible on receipt of a SAE please).
(10261) 140010

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
WINDMILL SCHOOL (SEVERE LEARNING DIFFICULTIES)
Herries Road, Sheffield S5 7AU
Required for September, 1985 an experienced teacher to work mainly with mentally handicapped adults. Scale 2(N).

Application forms are available from the Chief Education Officer's Teachers Division to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1HJ by 14th June.
(04106) 140020

SHROPSHIRE
EDUCATION COMMITTEE

RHYN PARK SCHOOL
St Martins, Oswestry, Shropshire

11 - 16 comprehensive

Required for September 1985 or January 1986 a co-ordinator for Learning Support across the curriculum for pupils with special needs. Up to date qualification, leadership skills and a commitment to develop Warnock approaches essential. Scale 3.

For further details and application form apply to the Head immediately. Closing date: 17 June 1985. (04129) 140022

WARWICKSHIRE

BRAMCOTE HOSPITAL SPECIAL SCHOOL
Nuneaton, Warwickshire CV11 6GH

Required for September 1985, experienced and enthusiastic teacher to take charge of a mixed age/ability (6 - 10 years) group of children. Specific ability, interests (computers, physical activities) could prove a considerable asset to the successful candidate would need to work as an effective member of a multi-disciplinary team. Although a hospital school, Bramcote operates the normal school terms and holidays.

For further details and application form please apply, (enclosing s.a.e.) to the Head Teacher at the school. (12256) 140020

Scale 1 Posts

BARNET
LONDON BOROUGH OF BARNET
HENDON SCHOOL
Heath View, Off East End Road, London N2
Tel: 01-444 6271
(Roll 1131)
Required September, 1985. Temporary teacher required to cover period of recruitment of permanent member of staff for one academic year 1985/86 in this 40 age special school for children with moderate learning difficulties (a.l.d.) and suitable for the ISA.

Application forms (s.a.e.) obtainable from the Director of Education and Libraries, The Friern Barnet, London N11 3DL to be returned to the Headmaster by 14th June 1985. (10295) 140022

BUCKINGHAMSHIRE
MILTON KEYNES AREA
Equal Opportunity Employer
ALL SAINTS SCHOOL
Old Wolverton Road, Wolverton, Milton Keynes
Required from September 1985, for one term only. This post exists for Jennifer Hall, co-ordinator for Learning Support Service for children with moderate learning difficulties. Ability to teach mainstream PE, environmental studies or art and craft essential. Teacher with primary school and special school experience preferred. Scale 1(a).

Application forms are available from the Headteacher, J. Turland, on receipt of a foolscap sae with a request for volume.

Closing date: 17 June 1985. (04129) 140022

County of Cleveland 0000
An equal opportunities employer.

A TEACHER FOR JANE

'Jane' is three and has a rare medical condition which means that she has very little movement below her neck and needs a machine to help her breathe.

We are looking for an experienced teacher who will be able to extend her experiences and become her "arms and legs" in helping her to learn through play and through her Computer. The teacher will work with a team of nurses, therapists and psychologists.

A Scale 1 + SSA salary will be payable. The appointment will commence in September, 1985, and will be temporary for one year in the first instance.

Prospective applicants who already hold permanent contracts with the Cleveland Local Education Authority may be considered for secondment to this post.

Application forms and further information available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Telephone Middlesbrough 248155 Ext. 3017), to whom they should be returned by 14th June, 1985.
(10126)

Special Education

Headships

SOUTHAMPTON
MORDAUNT INDEPENDENT SPECIAL SCHOOL
Southampton

A Head Teacher is required at this school for children with severe learning and physical difficulties for January 1986.

This school which is run by Southampton Spastics Association seeks a Head Teacher who has training and experience with children requiring 'special care'.

Salary Burnham Group 3a. Number on the Roll 38. Age Range 2½ - 19 years.

Application forms and further details from The Administrator, The Rose Road Centre, Rose Road, Southampton SO15 1AE. Tel: Southampton (0703) 226017. (11753) 140010

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
CHILDWALL SCHOOL (SPECIFIC LEARNING DIFFICULTIES)
Tang Bank Road, Sheffield S8 3PX
Required for September 1985, an experienced teacher to job share for the equivalent of 2½ days per week and to be partly responsible for language work. Scale 2(N).

Application forms are available from the Chief Education Officer (Teachers Division), to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1HJ by 14TH JUNE.
(04105) 140020

KILWORTHY HOUSE TRUST

is a well-established, co-educational therapeutic community for 23 young people (13-19) with social, emotional and learning difficulties. We require qualified/experienced people in the following areas to join an existing team of 15 resident adults.

1. MATHS AND/OR SCIENCE: The latter is a new post and requires equipping of a laboratory.
2. FRENCH AND/OR GERMAN: Conversational and situational, with some examination work.

These posts provide the opportunity to work with all levels of ability. Interest and expertise in the following would also be useful: Life & Social Skills, Women's Studies, Computer Studies or Technical Drawing.

All posts are residential, preferably with a two year commitment.

Further information from John Farrow, Kilworthy House, Tavistock, Devon, PL19 0JN, Tel.-0822-2810.
(10092)

(continued)

CAMBRIDGESHIRE

THE SPASTICS SOCIETY
HELDERTMEAD SCHOOL
TEACHER SCALE 1 plus S.S.A.

Vacancy available from September, 1985 in Lower School of this large (415 pupils) residential unit for young people with mental and physical disabilities to severe emotional difficulties.

The post offers an unique opportunity to work within excellent facilities as a member of a multidisciplinary team. The post is non-resident and residential duties are not required.

Preference will be given to applicants with appropriate qualifications and/or experience in this area of educational needs, although other applications will be seriously considered.

Please write (s.a.e.) or telephone for application form and further details to:- Head Teacher, Melderfield Manor School, Melderfield, Royston, Herts. SG8 8LG (0763 60718) to whom completed forms should be returned within two weeks.

THE SPASTICS SOCIETY
An equal opportunity employer. (10271) 160022

DEVON AND EXETER

DEVON AND EXETER SPASTICS SOCIETY

Required for September 1985:

Teacher for class of handicapped children. Scale 1 plus special schools allowance.

For details, send s.a.e. to The Head Teacher, Vranch House School, Pinhoe Road, Exeter EX4 8AD. (10068) 160022

DEVON

Please see displayed advertisement on Page 47. (11995) 160022

DORSET

BAINE FRANCIS SCHOOL FOR BOYS
Hooke, Beaminster, Dorset DT8 3NY

Required for September 1985. A qualified teacher of general subjects to be responsible for a small group of 10 - 12 year old boys with special educational needs. The ability to offer a specialist subject throughout the school would be desirable. The 60-place school is a recognised residential special day school for boys. Scale 1 post + SSA and 3 weeks' holiday.

Send SAE to Headmaster, at the above address, for further details and application form. Closing date 21st June. (10468) 160022

EAST SUSSEX

EAST QUINTON SCHOOL
Bexhill Road, Seaford BN25 4BA
Special Residential, 7 - 16.
Roll: 65
Required for September: Temporary Teacher Scale 1 plus special allowance, also Matron, for the School, which is a residential school for 65 boys with special needs (Emotional, Behavioural or Learning Problems)
Age 8 - 16 years.

Qualified Teacher Scale to specialize in Art and Craft. The ability to help with Music (Percussion and Recorder) would be helpful. 15 hrs. 5 Evenings plus Duty weekly - essential. Possibility of accommodation.

Application form available from the Headmaster. Tel: 0323 893225. (11957) 160022

GLOUCESTERSHIRE

ALDERCOP PARK SCHOOL
Moreton-in-Marsh, Glos.
Approved under the Education Act 1981
This successful and highly respected residential school caters for the emotional and social needs of senior boys aged 11 to 18plus for whom state means are maintained under Section 7 of the Education Act 1981.

Required for 26th August 1985, or earlier, a general teacher for the 11 to 14 year age group who could also become involved with some craft/woodwork.

This is a residential post for which a 2/3 bedroomed house is available.

Salary - Burnham Scale 1 plus Special Schools Allowance.

Please apply in writing to the Headmaster at the above address, or by telephone 060-871 253. (04099) 160022

HAMPSHIRE

EDUCATION COMMITTEE
ALEXANDRA SCHOOL
Alexandra Avenue, South Harrow, Middx.
Tel: 01-864 3739

Required for September: qualified and suitably experienced Teacher to work with small groups of juniors at this 2½ day special school for children with severe learning difficulties. A skilled imaginative approach to Language/reading development is essential. Teacher will be provided with a specialist subject interest in middle school level. (Scale 1 plus). Informal visits welcomed.

Application forms from and to be returned to the Headteacher by 14th June, 1985. Please enclose s.a.e.

HARINGEY AN EQUAL OPPORTUNITY EMPLOYER. (10088) 160022

HEREFORD AND WORCESTER

COUNTY COUNCIL

THORNTON HOUSE SCHOOL & NURSERY UNIT
Wylds Lane, Worcester WR5 1DH

Required from September during academic year 1985/86, to cover secondment. Assistant Teacher Scale 1, plus S.S.A. for a small group of children in the 5 year age range, with a wide spectrum of special needs/disabilities within he Infant Provision/Assessment Unit.

Send s.a.e. for application form and further details to Headmaster.

BARRS COURT SCHOOL
Barrs Court Road, Hereford HR1 1EQ

(N.O.R. 87)

TEMPORARY TEACHING POST

Required for the academic year, to cover a secondment, commencing September, 1985 - 1986. Temporary Assistant Teacher, Scale 1 plus S.S.A. for a class of pupils with severe learning difficulties aged 17 - 19 years.

Interest in A.V.A. and P.E. an advantage. Further details and application form from the Headteacher (S.A.E. please). (10577) 160022

HERTFORDSHIRE

GARSTON MANOR SCHOOL
Hgrsesshoe Lane, Garston, Watford

Required September. Teacher to join Leavers Unit (Pupils with 4th & 5th year secondary) Teaching will include Work Experience, English, Basic Numeracy and development of Duke of Edinburgh Award Scheme. Application to meeting the needs of pupils with moderate learning difficulties. Responsible (Scale 1(b)) plus London fringe allowance £258.

Apply by letter to Headmaster giving full c.v. and names and addresses of two referees. (10312) 160022

HERTFORDSHIRE

COUNTY COUNCIL
ST LUKE'S SCHOOL (Coach Hall Lane, Redbourn, Herts. AL3 7ET
(Aged 7-16)
Required for September 1985, an enthusiastic SCALE 1 TEACHER for the Secondary Department of this Special School for children with moderate learning difficulties.

The person appointed will assume responsibility for a class of pupils age 14 - 16 years and will teach basic subjects to smaller groups of children age 7 - 16 yrs. Applicants will be expected to contribute to other areas of the curriculum and should therefore have other interests, eg Music, Drama, Computer Assisted Learning, Health Education, Environmental Studies, Woodwork/Metalwork etc.

Further details and application forms (send s.a.e.) from the Headmaster, Mr G.C. Lamb. (33437) 160022

HERTFORDSHIRE

SCALE 1 TEACHER
DAVID LEE AT AMWELL VIEW SCHOOL SEPTEMBER 1985 to JULY 1986
Teacher required for one year to cover for secondment.

Experience with senior see pupils and the ability to teach music and/or art, craft an advantage, but not essential.

Application forms and further details obtainable from the Head Teacher, Amwell View School, Stanstead Abbotts, Nr. Ware, Herts. enclosing a stamped/addressed envelope.

Applicants are welcome to visit the school but will be requested to should telephone the school on Ware 870027. (12248) 160022

ISLE OF WIGHT

ST. CATHERINE'S SCHOOL
Ventnor, Isle of Wight
Special residential School for boys and girls who have speech and language disorders. Age 7 - 16 years.
Required for September: Class Teacher (remedial) language qualification or experience would be an advantage) for a small mixed class of 6 - 8 children aged 11 years. The teacher will work as part of a multi-disciplinary team. (One-year contract). Scale 1 plus Special Schools Allowance).

The post is non-residential and there are no residential duties. There is a possibility of single accommodation if required.

Apply as soon as possible, giving full c.v. and phone number, together with names of two educational referees (see), to The Principal, St. Catherine's School, Grove Road, Ventnor, Isle of Wight PO38 1TT. (10298) 160022

OXFORDSHIRE

COUNTY COUNCIL
FITZWARYN SPECIAL SCHOOL
Danchworth Road, Wantage OX12 9BT
Group 5(B)
Required for September 1985, for one year only, a temporary teacher to work with a class of learning difficulties, aged 9 - 13 years. Experience of work in the field of education is essential.

Application forms and further details can be obtained from the Headteacher. SAE please. (04028) 160022

DORTON HOUSE SCHOOL FOR BLIND AND PARTIALLY-SIGHTED CHILDREN

Seal, Sevenoaks, Kent
We urgently require a full-time music specialist teacher temporarily for September, or permanently for January 1986. The candidate should have a diploma in classical guitar or singing, be a proficient pianist, and qualified for a second instrument. A knowledge of Braille Music is not absolutely essential at the outset but the DES requires all teachers in schools for the blind to be encouraged to take appropriate qualifications within 3 years of appointment.

Dorton House has an enthusiastic and well-equipped music department and caters for mixed-ability children of all ages.

The vacancy is for a 1 (b) Teacher and salary is on the Burnham Scale. Closing date for applications is 15th July. We will come applications from visually handicapped teachers.

Further details from Headmaster, Dorton House School, Seal, Sevenoaks, Kent. (04343) 160022

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
THANET DIVISION
GAP HOUSE SPECIAL SCHOOL
North Cliff Parade,
Broadstairs, Kent
Required from September 1985, assistant teacher for pupils with Speech/Language Impairments to assist particular pupils should state particular skills which they are able to offer. Some extra-curricular duties will be required for which additional payments will be made. Scale 1 plus SSA. Applications from newly qualified teachers will be considered.

Applications with the names and addresses of two referees to the Headmaster at the school as soon as possible.

HARDWICK SCHOOL
Guildhurst Four Lane,
Hildenborough, Kent
Tel: 0732 833028
Hardwick school caters for pupils with severe learning difficulties aged 2 - 19 years.
Required for September 1985, a Class Teacher Scale 1(a) to take charge of a small class of children with additional physical disabilities.

Visits to the school welcomed.

Please apply in writing with full c.v. and names and addresses of two referees to the Head Teacher at the school. (10838) 160022

LINCOLNSHIRE

GAINSBOROUGH WILLIAM HARRISON SCHOOL

(2 POSTS) SCALE 1 plus SSA

NOR 98

POST 1 - TEMPORARY ASSISTANT TEACHER

Required from September 1985 for one year, teacher for Reception class of children with severe learning difficulties. Vacancy arises to cover secondment of permanent teacher.

POST 2 - ASSISTANT TEACHER

Required for September 1985 or as soon as possible, to teach Maths. to pupils in the Upper Department for children with severe learning difficulties.

For both posts, former details, send SAE to the school, Middlefield Lane, Gainsborough, Lincs. DN21 1PJ. Closing date: 17th June 1985. (11967) 160022

NEWHAM

LONDON BOROUGH OF NEWHAM
ELIZABETH FRY SCHOOL
Suffolk Road, London E13 0HE
Head Teacher: C.C. Early
PRIMARY TEACHER Scale 1
Required: September 1985.

Junior/infant trained teacher to work in the primary department of this all age school for pupils with emotional or physical difficulties which cannot be met in mainstream educational needs. Previous experience of special needs desirable but not essential.

LONDON ALLOWANCE £1,038 plus SPECIAL SCHOOLS Allowance.

Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 11th June 1985.

Education Offices, 379/383 High Street, Stratford E15 4QG

An Equal Opportunity Employer. (10179) 160022

NOTTINGHAMSHIRE

COUNTY COUNCIL

BASFORD HALL COLLEGE OF FURTHER EDUCATION

An equal opportunities employer

LECTURER Grade I £5,910 - £10,518 (pay award pending) HEARING IMPAIRED.

For full advertisement and details of application, please see Colleges of Further Education Section. (10280) 160022

OXFORDSHIRE

COUNTY COUNCIL
FITZWARYN SPECIAL SCHOOL
Danchworth Road, Wantage OX12 9BT
Group 5(B)
Required for September 1985, for one year only, a temporary teacher to work with a class of children with severe learning difficulties, aged 9 - 13 years. Experience of work in the field of education is essential.

Application forms and further details can be obtained from the Headteacher. SAE please. (04028) 160022

CITY OF SHEFFIELD EDUCATION DEPARTMENT EAST HILL SECONDARY (MODERATE LEARNING DIFFICULTIES SCHOOL)

East Bank Road, Sheffield S2 3PX

Required for September 1985, a teacher for the equivalent of 2½ days per week to work Mathematics and Girls PE mornings.

Application forms are available from the Chief Education Officer (Teachers Division), to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ by 14th June. (04092) 160022

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT TALBOT SCHOOL (SECONDARY - SEVERE LEARNING DIFFICULTIES)
Norfolk Park Road, Sheffield S2 3QE
Required for September 1985.

Two posts are available: one to work with 14 - 16 year olds, the other with children aged 16plus. The ability to contribute in the Girls PE or English areas would be an advantage. Scale 1 plus SSA.

Application forms are available from the Chief Education Officer (Teachers Division), to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ by 14TH JUNE. (04053) 160022

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT DEERLANDS SCHOOL (Adjustment Problems)
Linden Road, Sheffield S5 7WE
Required for September 1985, an experienced teacher to develop a curriculum for primary aged pupils who have severe behavioural problems. The work will be within the primary school Nation and it is important that the person appointed should fit into a strong and dedicated team. Scale 1 plus SSA.

Application forms are available from the Chief Education Officer (Teachers Division), to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ by 14th June. (04094) 160022

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT BEELEY WOOD SECONDARY SCHOOL (MODERATE LEARNING DIFFICULTIES)
Penistone Road South, Sheffield S6 1LF
Required for September 1985, an experienced teacher. Scale 1 plus SSA.

Application forms are available from the Chief Education Officer (Teachers Division), to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ by 14th June. (04095) 160022

SHEFFIELD

CITY OF SHEFFIELD EDUCATION DEPARTMENT BEELEY WOOD SECONDARY SCHOOL (MODERATE LEARNING DIFFICULTIES)
Penistone Road South, Sheffield S6 1LF
Required for September 1985, an experienced teacher. Scale 1 plus SSA.

Application forms are available from the Chief Education Officer (Teachers Division), to whom completed forms should be returned at P.O. Box 67, Leopold Street, Sheffield S1 1RJ by 14th June. (04095) 160022

SOMERSET

RAVENSCROFT
Independent Residential Special School
D.E.S. Approved
Required for September, an additional teacher in general science with an interest in children aged 13 - 17 yrs. with Specific Learning Difficulties. The post involves working with an existing team to evaluate an Integrated Science Curriculum. The post involves an extra-curricular commitment and an optional tutorial responsibility.

Scale 1 plus Special Schools Allowance, Scale 2 available for an experienced applicant.

Applications by June 3rd with C.V. and the names of two referees to: The Principal, Farleigh Castle, Near Bath, Avon. (10283) 160022

SOMERSET

RAVENSCROFT
Independent Residential Special School
D.E.S. Approved
Required for September, a teacher of Home Economics with an interest in children (10 - 17½) with Specific Learning difficulties. Home Economics is successfully taught to groups of girls in a well equipped purpose-built room as an enrichment to their existing team. The successful applicant will be involved in developing and evaluating an integrated Science curriculum as part of an existing team. The post involves an extra-curricular commitment and the optional tutorial responsibility.

Scale 1 plus Special Schools Allowance, or Scale 2 for a suitably qualified applicant.

Applications by June 3rd with C.V. and the names of two referees to: The Principal, Farleigh Castle, Near Bath, Avon. (10284) 160022

WARWICKSHIRE

BRAMCOTE HOSPITAL SPECIAL SCHOOL
Nuneaton, Warwickshire CV11 6QL

Required for September 1985, enthusiastic teacher to work with a mixed ability (10 - 16 years) group of children. The successful candidate would be involved in developing Computer Assisted Learning programmes of work which would complement current learning needs of the children. Although a hospital school, Bramcote operates on normal school terms and holidays.

For further details and application form please apply, by telephone, to Christine Bell, Head Teacher at the school. (12357) 160022

WILTSHIRE

COUNTY COUNCIL

CLARENDON SCHOOL
Fiddington, Tidworth, Wiltshire SA13 0HJ

11 - 18 mixed comprehensive 1385 pupils

Required for September 1985 - Scale 1 SSA).

Suitably qualified and experienced teacher to join the faculty of Individual Learning. This team caters for children with Special Needs within the comprehensive school. The appointee would be based in the School's Special Unit for children with moderate learning difficulties, and a Special Schools Allowance is payable.

Application forms and further details obtainable from the Headteacher on receipt of s.a.e. Closing date fourteen days from the appearance of this advertisement. (10418) 160022

Independent Schools

By Subject Classification

Art and Design

Other Assistants

BERKSHIRE

LYON COLLEGE

Applications are invited from painters and printmakers to join the art department in the Crowthorne area. This is a full-time position. Accommodation is provided.

Applications in writing, including CURRICULUM VITAE, names, addresses and telephone numbers of two referees, and three slides of recent work, to Head Master, Lyon College, Windsor, Berks. SL4 3RT from whom further details can be obtained. (334751) 181224

BERKSHIRE

WELLINGTON COLLEGE
Required for September 1985, Assistant in charge of the POTTERY, with 20 - 25 hours teaching. Early candidates, suitably qualified applicants with or without previous teaching experience will be considered. If no suitable candidate can be found for September, the post will be available in January 1986. Candidates should make clear when they are available.

Applications with c.v. and names of 2 referees to: The Master, Wellington College, Crowthorne, Berks. as soon as possible, from whom further details may be obtained. (10572) 181224

BERKSHIRE

WELLINGTON COLLEGE
Required for September 1985, a full-time assistant art teacher specialising in painting and printmaking for busy art department with 60 'A' Level candidates in the Sixth Form.

Applications with c.v. and the names of 2 referees should be sent as soon as possible to The Master, Wellington College, Crowthorne, Berks. from whom more details may be obtained. (10711) 181224

ESSEX

NEW HALL SCHOOL
Boreham, Chelmsford CM3 3HT

(Independent Boarding and Day School for 550 girls)

Required for September 1985:

A young, experienced Art Teacher, with enthusiasm and imagination, for an expanding Department, to teach painting and drawing throughout the school, including 'O' and A-Level. An interest in textiles would be an advantage, although not essential.

Please apply for details to: The Headmistress's Secretary, New Hall School, Boreham, Chelmsford, Essex CM3 3HT. (36768) 181224

KENT

SEVENOAKS SCHOOL
Kent

(900 boys and girls)

Required for September 1985 an enthusiastic Art Teacher for a large lively Art department.

Printmaker preferred. Painter/Potter/Sculptor considered.

Salary Burnham Scale 1 plus Boarding Allowance, plus, and Housing available.

Apply immediately to Headmaster for application forms. Visits welcomed. Applications with full details of qualifications and names and telephone numbers of two referees. (10710) 181624

LONDON W5

NATIONAL AUTISTIC SOCIETY
SYBIL ELGAR SCHOOL
Hathaway Road, Ealing, London W5
Required from September, part-time teacher/craft instructor, in our Life Skills Department, for small group of autistic pupils aged 14 - 19 years.

Candidates should be able to offer advice and guidance to other staff members in this subject, building and day-to-day contact, as well as the ability to work harmoniously in this informal atmosphere with a wide range of other colleagues. Visits welcome - please write in the first instance to the Principal. (10459) 181224

Classics

Other Assistants

BERKSHIRE

DOUAI SCHOOL
Roman Catholic - Benedictine (330 boys, Boarding, 11 - 18 years)

Required for September 1985. Graduate Assistant Teacher of Classics, Latin, ages 11 up, Greek, ages 16 - 18+. Non-residential post, suitable first appointment. Advanced level work, including Ancient History. Rugby/Hockey.

Ability to help with Modern Languages an advantage.

We would like a teacher willing to share his/her interests in extra-curricular activities, especially in music, drama or C.C.F. Rowing, Burnham Scales and non-residential allowance.

Apply in writing with C.V. and names of two referees to The Headmaster, Douai School, Upper Woolhampton, Reading RG7 5TH (10251) 181624

CAMBRIDGE

ST MARY'S SCHOOL
Bateman Street, CB2 1LY
G.S.A. Independent R.C. Day School
300 Girls, 11 - 18
Required for September 1985.

Graduate CLASSICS teacher to share teaching throughout the school in a Department with Latin and Greek and Classical Civilisation to A level and beyond. Burnham Scale and responsibilities and duties and experience.

Applications with curriculum vitae and the names, addresses and telephone numbers of two referees should be sent to the Headmistress as soon as possible. (04612) 181624

DORSET

ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6NN
Girl's Independent Roman Catholic Boarding/Day School 407 girls, 93 in the 6th Form
Required September 1985. Resident Teaching Housemistress to help with the younger girls (11 - 14). Latin and English preferred subjects but not essential.

Please apply with full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress at the school. (10270) 181624

KENT

CORHAM HALL
Corham's Hall, Kent
Girls Independent Boarding and Day School 425 girls (aged 300 pupils aged 11 - 18 years)

Required for Autumn Term 1985 CLASSICS graduate to teach Latin to Advanced Level. Classical Studies to 'O' level and some Greek. This is a part-time post. Resident or non-resident. Crèche facilities available for pre-school age children.

Please apply in writing to the Headmistress, with curriculum vitae and names and addresses of 2 referees. (10374) 181624

Commercial Subjects

Other Assistants

FULL TIME TEACHER

SECRETARIAL SUBJECTS

Required from September 1985.

For further details please contact, The Cooney, Principal, North of England Conservatoire College, Clinton Mash House, 95 - 97 Grafton Street, Leeds LS1 2AG. Tel: Leeds 459082. (10336) 181624

SUFFOLK

CHILDFORD SCHOOL
Bury St Edmunds, Suffolk IP33 3RH
HMC Co-ed Boarding & Day 8 - 18

Required for September 1985, a graduate C.D.T. teacher to develop the new area of Design and Communication and complete a team of 5, working to O and A level.

A commitment to residential duties and extra curricular activities, including games duties ability would be a strong recommendation.

Salary above Burnham; free board and lodging is available for a single candidate in return for residential duties.

Apply immediately with full c.v. together with names, addresses and telephone numbers of two referees to Mrs Hastings, Childford School, Bury St Edmunds, Suffolk IP28 6TX. (04065) 182124

WARWICKSHIRE

WARWICK SCHOOL
H.M.C. Assisted Places, 800 boys

Applications are invited for a temporary post (approximately half a timetable) from qualified teachers of CDT. The post is for one year only from September 1985, although it is envisaged that the school will advertise a full-time post in CDT for September 1986. Candidates who can also offer ART (particularly 3D/Ceramics) will be considered for a full-time appointment for the year, to work jointly in the Art and CDT departments.

Apply Burnham with Warwick School allowance on a pro rata basis.

Applications enclosing curriculum vitae and the names and addresses of two referees, should be addressed to the Headmaster (from whom further details may be obtained).

Warwick School, Myton Road, CV34 6PP. Tel: Warwick (0926) 492484. (10589) 182124

Computer Studies

Heads of Department

LONDON

DAVIES'S COLLEGE
66 Southampton Row, WC1B 4BY

Required for September (possibly earlier) a well-qualified and enthusiastic graduate to be Head of Computing in this independent college of further education, to teach to 'A' level and to develop new courses. An attractive salary will be offered for this full-time, permanent post.

Please write to the Principal, enclosing a curriculum vitae and references. (11683) 182018

Economics & Business Studies

Other Assistants

CAMBRIDGESHIRE

THE KING'S SCHOOL
Ely
Required for September 1985 a master or mistress to teach A level Economics and Geography and related subjects to O level. Possibility of tutorial duties. Flat equipped first or second appointment.

Salary in accordance with the Ely Salary Scale.

Applications giving names and addresses of two referees to be addressed to the Headmaster from whom further particulars are available. (04611) 182224

COMPUTER INSTRUCTORS

Required for residential holiday camps. Working with children aged 9 - 14 years. Mid-July to September.

Ring Camp Beaumont on 0480 - 89234 for application form. (10143) 182024

LONDON

SYDENHAM HIGH SCHOOL G.P.D.S.T.
19 Westwood Hill, Sydenham, SE26 6BL
Required for September, 1985.

HEAD OF ENGLISH DEPT. to be responsible for a large department and sharing teaching throughout the school to A and University entrance level.

Burnham Scale 3 plus Inner London Allowance.

Please apply by letter, enclosing CV and names and addresses of two referees to: The Headmistress, Miss M. Hamilton, B.A. (04805) 184418

Other Assistants

AVON

AVONHURST SCHOOL
An Independent Day School for boys)
Required for September 1985. Graduate to teach English throughout the School to A-Level. Willingness to assist with rugby, cricket and extra-curricular activities essential. Burnham Scale; non-resident post.

Applications in writing (with c.v. and details of two referees) to Mrs. J. Clifton Dowse, Bristol BS9 1NQ. (01) 0272 720198). (11185) 182424

BERKSHIRE

CROOKHAM COURT SCHOOL
Nr. Newbury, Berks.
Tel: Thatcham 63060
Residential English specialist required for September to assist with remedial English and dyslexic pupils. Please state other subjects offered. Burnham Scale 1 - Board and Lodging free in exchange for help with games, activities, and Boarding School duties. (Boys 11 - 18). Please apply to Principal. (10706) 182424

KENT

HOLY TRINITY CONVENT SCHOOL
81 Hilstow Lane, Bromley BR1 3LL
Tel: 01-460 1718
(400 girls R.C.)
Teacher of English/Beginners Latin or classical civilisation required for Sept. 85.

Applications with c.v. and 2 referees contact tel. no. to Headmistress. (36616) 182424

LONDON NW11

MENORAH GRAMMAR SCHOOL
Beverley Gardens, London NW11 0QS
Seeks English teacher to A-Level from September 1985. Scales 1 - 4 depending on applicant.

Apply in writing with CV. (10421) 182424

OXFORDSHIRE

OUR LADY'S CONVENT SENIOR SCHOOL
Shrivenham Road, Faringdon OX14 3PS
Independent boarding and day school for 300 girls. 11 - 18
Required September 1986 graduate to teach English to 'O' level. Full-time. Some experience in Humanities an advantage. Practising Catholic preferred. Burnham scale.

Apply in writing to the Headmistress with curriculum vitae and naming two referees. (10465) 182424

SURREY

REED'S SCHOOL
Cobham, Surrey
(H.M.C. 335 pupils 11-18)
A graduate is English to teach English to the Lower and Middle School up to 'O' level with History or Economics as useful subsidiary subjects. Responsibility for a Middle School Library and some pastoral work in a boarding house would be available for the right applicant. Married or single accommodation can be provided. Salary is Burnham Scale 1 plus Heads and Area Weighting allowance.

Apply with c.v. and names and addresses of 2 referees to the Headmaster from whom full details can be obtained. (33474) 182424

SURREY

"J" Computing/Business Studies
Young qualified graduate required by Independent College of Further Education. Salary £7,000 - £9,000.

Write with C.V. to Headmaster, Hengrave House, Rolmilury St. Mary, Nr. Dorking RH5 6NU, Surrey. (10861) 182024

WORCESTERSHIRE

MALVERN SCHOOL
Martley, Worcestershire WR6 6QG
Independent boarding school for boys 11 - 16
Kintons is a well established school teaching to 'O' level and specialises in helping dyslexic children. Required is to appoint a teacher to take charge of our Remedial Department full-time and to teach some mathematics.

Burnham Scale 1.

Graduate required for September 1985 to 'O' level standard (13 - 18) to teach ECONOMICS and BUSINESS STUDIES, both 5th Form level. Extra-curricular contribution and an ability in games strong recommendation.

Letters of application with curriculum vitae and names of two referees to the Headmaster, The Headmistress, St. Leonards, St Andrews, Fife KY16 9QU. (10658) 182424

English

Heads of Department

GLOUCESTERSHIRE

DEAN CLOSE JUNIOR SCHOOL
Cheltenham
Recruitment advertisement Preparatory School English. Heads of Dept. (36765) 182418

LONDON

SYDENHAM HIGH SCHOOL G.P.D.S.T.
19 Westwood Hill, Sydenham, SE26 6BL
Required for September, 1985.

HEAD OF ENGLISH DEPT. to be responsible for a large department and sharing teaching throughout the school to A and University entrance level.

Burnham Scale 3 plus Inner London Allowance.

Please apply by letter, enclosing CV and names and addresses of two referees to: The Headmistress, Miss M. Hamilton, B.A. (04805) 184418

LIVERPOOL

ST. MARY'S COLLEGE
Crosby, Merseyside L23 3AB
Catholic Independent Co-Ed (HMC) 615 pupils
Required September: Graduate to teach ENGLISH at all levels including, for a suitable candidate, G.C.E. 'O' and 'A' level. Willingness to help with games, rugby and cricket an advantage. Applications welcome from newly qualified teachers.

Apply in writing with curriculum vitae and names and addresses of referees to the Headmaster at the above address. (10277) 182424

LONDON NW11

MENORAH GRAMMAR SCHOOL
Beverley Gardens, London NW11 0QS
Seeks English teacher to A-Level from September 1985. Scales 1 - 4 depending on applicant.

Apply in writing with CV. (10421) 182424

OXFORDSHIRE

OUR LADY'S CONVENT SENIOR SCHOOL
Shrivenham Road, Faringdon OX14 3PS
Independent boarding and day school for 300 girls. 11 - 18
Required September 1986 graduate to teach English to 'O' level. Full-time. Some experience in Humanities an advantage. Practising Catholic preferred. Burnham scale.

Apply in writing to the Headmistress with curriculum vitae and naming two referees. (10465) 182424

SURREY

REED'S SCHOOL
Cobham, Surrey
(H.M.C. 335 pupils 11-18)
A graduate is English to teach English to the Lower and Middle School up to 'O' level with History or Economics as useful subsidiary subjects. Responsibility for a Middle School Library and some pastoral work in a boarding house would be available for the right applicant. Married or single accommodation can be provided. Salary is Burnham Scale 1 plus Heads and Area Weighting allowance.

Apply with c.v. and names and addresses of 2 referees to the Headmaster from whom full details can be obtained. (33474) 182424

FIFE

ST. LEONARDS SCHOOL
St. Andrews, Fife

Required in September 1985, teacher of English. Good Honours Graduate, with experience of teaching to G.C.E. 'O' and 'A' Level standard (13 - 18) to teach ECONOMICS and BUSINESS STUDIES, both 5th Form level. Extra-curricular contribution and an ability in games strong recommendation.

Letters of application with curriculum vitae and names of two referees to the Headmistress, The Headmistress, St. Leonards, St Andrews, Fife KY16 9QU. (10658) 182424

HAMPSHIRE

ST. MARY'S COLLEGE
37 Malmesbury Lane, Milterne Park, Southampton SO5 4TQ
Roman Catholic Day School - 400 boys on roll: 11 - 18
Required for September 1985 a graduate teacher of English (Scale 1) who will be expected to teach the subject to G.C.E. 'O' and 'A' level. Ambitious pupils in C.S.E. and the names and addresses of two referees to the Headmaster. (04114) 182424

LIVERPOOL

ST. MARY'S COLLEGE
Crosby, Merseyside L23 3AB
Catholic Independent Co-Ed (HMC) 615 pupils
Required September: Graduate to teach ENGLISH at all levels including, for a suitable candidate, G.C.E. 'O' and 'A' level. Willingness to help with games, rugby and cricket an advantage. Applications welcome from newly qualified teachers.

Apply in writing with curriculum vitae and names and addresses of referees to the Headmaster at the above address. (10277) 182424

LONDON NW11

MENORAH GRAMMAR SCHOOL
Beverley Gardens, London NW11 0QS
Seeks English teacher to A-Level from September 1985. Scales 1 - 4 depending on applicant.

Apply in writing with CV. (10421) 182424

OXFORDSHIRE

OUR LADY'S CONVENT SENIOR SCHOOL
Shrivenham Road, Faringdon OX14 3PS
Independent boarding and day school for 300 girls. 11 - 18
Required September 1986 graduate to teach English to 'O' level. Full-time. Some experience in Humanities an advantage. Practising Catholic preferred. Burnham scale.

Apply in writing to the Headmistress with curriculum vitae and naming two referees. (10465) 182424

SURREY

REED'S SCHOOL
Cobham, Surrey
(H.M.C. 335 pupils 11-18)
A graduate is English to teach English to the Lower and Middle School up to 'O' level with History or Economics as useful subsidiary subjects. Responsibility for a Middle School Library and some pastoral work in a boarding house would be available for the right applicant. Married or single accommodation can be provided. Salary is Burnham Scale 1 plus Heads and Area Weighting allowance.

Apply with c.v. and names and addresses of 2 referees to the Headmaster from whom full details can be obtained. (33474) 182424

Appointments in Scotland

LOTHIAN REGIONAL COUNCIL
Department of Education

Training Officer : Community Education Service

The adult Basic Education Scheme provides tuition in basic communication/numeracy skills for a wide range of adult students including the deaf, the mentally handicapped and people learning English as their second language. Required to co-ordinate the unit's programme of initial and in-service training for voluntary paid staff and to undertake a direct training role and to liase with the unit's other organising staff.

Applicants should have either a degree or a teaching qualification. Experience of the teaching/training function in adult education is essential.

Salary on scale £10,413 – £11,268 (an irregular hours working allowance may be payable)

Application forms and further information may be obtained from Head of Personnel, 40 Torphichen Street, Edinburgh

Closing date June 14, 1985. (18146)

CENTRAL REGIONAL COUNCIL
An equal opportunities employer
Education Department

PRINCIPAL TEACHER OF PHYSICS

Balfron High School
(telephone Balfron 40469)
Responsibility payment £2,073

Further details are available from the Rector of the School. Applications are invited from suitably qualified Teachers registered with the General Teaching Council for Scotland.

Application forms are available from the Director of Education, Room 205, Viewforth, Stirling, to whom they should be returned not later than Monday 17th June, 1985. (18144)

SECONDARY SCHOOLS
PROMOTED POST

PRINCIPAL TEACHER OF GEORGRAPHY — Berwickshire High School, Duns
Roll 730
Responsibility Payment £2,073 per annum

TEACHING POST

MATHEMATICS/SCIENCE — Earlston High School
Roll 570

PHYSICAL EDUCATION (Girls' Classes) — Jedburgh Grammar School
Roll 465

Closing date 10 June 1985

PRIMARY SCHOOLS
PROMOTED POST

HEAD TEACHER — Roberton Primary School, Nr. Hawick
(Responsibility Payment £1,320 per annum)

Closing date Monday 17 June 1985

Application forms and further details may be obtained from the Personnel Department, Regional Headquarters, Newtown St. Boswells TD6 0SA. Completed forms should be returned to the Director of Education at Regional Headquarters. (18143)

REGIONAL COUNCIL **Borders**

SCOTTISH COMMUNITY EDUCATION COUNCIL

DIRECTOR

(readvertisement)

An exciting and challenging post in community education.

The Council *advises* the Secretary of State for Scotland on all matters related to community education and *promotes the development* of community education throughout Scotland.

The Director's responsibilities include the provision of professional advice to the Council, the representation of the Council's views at all levels, co-operation with other agencies, management of a staff of 40, and financial control of an annual budget of over £½ million.

Applications are invited from candidates with a thorough grasp of community education and successful management experience at a senior level in education or other relevant field. Salary based on APT and C Scales of the NJC for Local Authorities (Scottish Council), and will be in the range £20,409 to £21,862.

Previous applications will remain under consideration.

Further information and application forms from: R. S. Wilson, SCEC, Atholl House, 2 Canning Street, Edinburgh EH3 8EG.

Applications should be returned by Friday 24th June, 1985 to The Chairman, SCEC at the same address.

BLUNDELL'S SCHOOL
requires for September 1985
an experienced
Graduate Teacher of English
for one term.

Full details from the Head Master, John Rees, Blundell's School, Tiverton, Devon EX16 4DN (tel: 0884-252543) (18093)

continued

TYNE & WEAR
GATESHEAD BOYS SCHOOL
37, Gladstone Terrace,
Gateshead NE8 4HE
Inquires for as soon as possible a qualified and experienced English teacher to teach up to 'O' level. (10022) 182424

Geography

Other Assistants

BRISTOL
CLIFTON HIGH SCHOOL FOR GIRLS
Bristol BS8 3JD
Required from September 1985, good teacher of Geography to teach Geography throughout the school particularly in the Sixth Form. Willingness to undertake in fieldwork.
Apply immediately to the Headmistress with full curriculum vitae and the name and addresses of two referees. (10357) 182624

CROYDON
SHAFTESBURY INDEPENDENT SCHOOL
Godstone Road, Purley, Surrey
Required in September, a graduate to teach geography to 'O' and 'A' level. Secondary level English, preferably with one of games, R.E. or music. Interest in out of school activities essential.
The School was founded in 1976 and has small classes in a friendly atmosphere with traditional standards and a Christian basis.
Apply with cv and full details to the Headmaster. (10300) 182624

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Independent Boarding and Day School, Roman Catholic
407 girls, 94 in the 6th Form
Required for September 1985, a graduate to teach Geography throughout the school. A level and University Entrance work available for a suitably qualified applicant. An interest in Geographical statistics, computer work and school field projects would be an advantage.
Please state second teaching subject.
Please apply with full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress. (10415) 182624

HAMPSHIRE
KING EDWARD VI SCHOOL
Southampton
(HMC: 850 Pupils: 190 in Sixth Form)
Required for September 1985: TEACHER OF GEOGRAPHY Scale 1 post.
Full particulars from the Head Master, Mr. C. Dobson at the School, Kelsey Road, Southampton SO9 3RT to whom applications (no formal should be sent, together with the names and addresses of two referees to reach the School as soon as possible. Applicants at present in post may need to apply immediately before receiving particulars.
(10493) 182624

KENT
URSULINE CONVENT SCHOOL
Westgate-on-Sea, Kent CT8 8LX
(Day and Boarding School - 350 girls aged 11 - 18)
Required September:
GRADUATE TEACHER OF GEOGRAPHY to 'O' and 'A' Level.
Salary Burnham Scale 1 according to age and experience.
Applications in writing to the Headmistress, enclosing Curriculum Vitae and the name and address of two referees. (366541) 182624

LONDON N11
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 2777
Wanted for September 1985: a teacher of Geography for this 11-16 boys' independent school. O-level work only are taught to forms of 25. A new entrant to the profession with a successful teaching practice record is sought. A generous salary is available for a good Geographer. Specialist who can, in addition, offer some teaching in a subsidiary subject. Full particulars may be obtained from the School Secretary. Interviews will take place in mid-June.
Letters of application detailing the names, addresses and telephone numbers of two scholastic referees should be sent to the Headmaster. (04356) 182624

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
760 girls 11 - 18 including 200 in Sixth Form
Required for September 1985 a well qualified graduate to teach Geography to A Level and Oxbridge entrance and Mathematics and/or Computing to the younger girls.
Although this post is considered particularly suitable for a first appointment a Scale 11 could be available for a more experienced candidate.
Apply by letter to the Headmistress as the School with names and addresses of two referees. (04671) 182624

HAMPSHIRE
KING EDWARD VI SCHOOL
Southampton
(HMC: 850 Pupils: 190 in Sixth Form)
Required for September 1985: TEACHER OF GEOGRAPHY Scale 1 post.
Full particulars from the Head Master, Mr. C. Dobson at the School, Kelsey Road, Southampton SO9 3RT to whom applications (no formal should be sent, together with the names and addresses of two referees to reach the School as soon as possible. Applicants at present in post may need to apply immediately before receiving particulars.
(04935) 182624

KENT
URSULINE CONVENT SCHOOL
Westgate-on-Sea, Kent CT8 8LX
(Day and Boarding School - 350 girls aged 11 - 18)
Required September:
GRADUATE TEACHER OF GEOGRAPHY to 'O' and 'A' Level.
Salary Burnham Scale 1 according to age and experience.
Applications in writing to the Headmistress, enclosing Curriculum Vitae and the name and address of two referees. (366541) 182624

LONDON N11
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 2777
Wanted for September 1985: a teacher of Geography for this 11-16 boys' independent school. O-level work only are taught to forms of 25. A new entrant to the profession with a successful teaching practice record is sought. A generous salary is available for a good Geographer. Specialist who can, in addition, offer some teaching in a subsidiary subject. Full particulars may be obtained from the School Secretary. Interviews will take place in mid-June.
Letters of application detailing the names, addresses and telephone numbers of two scholastic referees should be sent to the Headmaster. (04356) 182624

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Iffley Road, Hammersmith, London W6 0PG
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Required for September 1985 a well qualified graduate to teach Geography to A Level and Oxbridge entrance and Mathematics and/or Computing to the younger girls.
Although this post is considered particularly suitable for a first appointment a Scale 11 could be available for a more experienced candidate.
Apply by letter to the Headmistress as the School with names and addresses of two referees. (04671) 182624

NORFOLK
ROYAL BALLET SCHOOL
155 Talgarth Road, Barons Court, London W14 9DE
Required for September 1985 a young graduate teacher of GEOGRAPHY to teach subject up to O Level/CSE. Candidates should offer a second subject which could be P.E., French or Art. The post could involve Boarding House Tutorship in boys' boarding house, and particularly suited to a newly-qualified teacher.
Details and an application form available from the Academic Principal. 182624 (10233)

WORCESTERSHIRE
KINLOSS SCHOOL
Martley, Worcester WR6 6QB
Independent boarding school for boys 11 - 16
Kinloss is a small school which teaches to 'O' level and specialises in helping dyslexic children. Required in September a teacher for Environmental Studies and Geography. Non-resident, or a married resident. Burnham Scale 1.
For full details write to the Headmaster or Tel: Wichenford 108866) 233. (03478) 182624

History

Other Assistants

LONDON
YESODEY HATORAH SENIOR GIRLS SCHOOL
155 Stamford Hill, London N16
This Senior Girls School requires a qualified and experienced History and/Political Studies Teacher to commence duties in September 1985, to maintain standards set throughout the school.
Please apply in writing to The Headmistress, giving full C.V. and names of 2 referees. (11167) 182624

NORFOLK
Wanted for September 1985, graduate Mathematics teacher, 20th Century History to O-level and CSE and General Studies to Sixth Form School. Some musical ability an advantage. St Georges Technical, Weasenham, Wymondham, Norfolk (a 4 mile catchment school of 1000 roll).
Apply in writing to the Headmaster including telephone number. (04335) 182624

SUSSEX
WADHURST COLLEGE
Wadhurst, East Sussex TN5 6JA
Boarding and Day School for 250 girls (9 - 18)
Required for January 1986 a graduate teacher for the post of Head of Mathematics Department to teach 'O' and 'A' Level and to extend further the teaching of Computer Studies throughout the school.
Willingness to contribute to the extra-curricular life of a boarding school essential.
Salary Burnham Scale 2.
Apply to the Headmistress with curriculum vitae and details of three referees.
Further information available on request. (12262) 182624

Other Assistants

HAMPSHIRE
WEST DOWNS
Winchester SO23 5DQ
L.A.E.P. Boarding and Day School, mainly for Boys
MATHEMATICS
Required for September, A keen, qualified Mathematician, up to P.S.S. Burnham Scale. Single accommodation available.
Apply with C.V. and names and telephone numbers of two referees to the Headmaster. (04062) 183424

HAMPSHIRE
ST. MARY'S COLLEGE
Southampton
Independent R.C. School for Boys (11 - 18)
Required for September 1985, a teacher of Mathematics to 'O' level throughout 11 - 16.
Letter of application, C.V., and names of two referees to The Headmaster.
(10393) 183424

KENT
ST. HILARY'S SCHOOL
Sevenoaks
Tel: 43115
GRADUATE required in September 1985 to teach MATHEMATICS to 'O' and 'A' levels. (Some state school subjects, if any).
Girls' Independent Public Day School, 300 girls in Senior School, G.B.G.S.A. & G.S.A.I. Burnham Scale plus London Fringe Allowance.
Apply in writing, with curriculum vitae and particulars of two referees, to the Headmistress, St. Hilary's School, Bradbourne Park Road, Sevenoaks, Kent TN13 3LD. (10407) 183424

LONDON NW11
MENORAH GRAMMAR SCHOOL
Raven's Gardens, London NW11 9DG
Needs Maths teacher to A-level from September 1985. Scales 1 - 4 according on applicant.
Apply in writing with CV. (10420) 183424

LONDON SW15
PUTNEY HIGH SCHOOL
GPDST
35 Putney Hill, SW15 6BH
Independent - 500 girls
Required September 1985, part-time teacher of Mathematics, approx. 20/30hrs. Scale 1.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (11765) 183424

LONDON SW15
PUTNEY HIGH SCHOOL
GPDST
35 Putney Hill, London SW15 6BH
Independent - 500 girls
Required September 1985, part-time teacher of Mathematics, approx. 20/30hrs. Scale 1.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (04065) 183424

Other Assistants

NEWCASTLE-UNDER-LYME SCHOOL
Independent H.M.C.
600 boys: 600 girls
MATHEMATICS SCALE I
Required for September 1985, an Honours Mathematics graduate to teach throughout this 11 - 18 selective school. The successful applicant will be required to teach to 'O' and 'A' level. This post would suit a first time applicant but a responsibility allowance may be available for an experienced applicant. Willingness to take a full part in extra-curricular activities will be an advantage.
Please write directly to the Principal, Newcastle-under-Lyme School, Mount Pleasant, Newcastle, Staffs. ST5 1DB, with a curricular vitae and the names and addresses of two referees. (10642) 183424

SUSSEX
LANCING COLLEGE
Sussex
Senior School of the Woodard Corporation
H.M.C. Boarding School of over 500 pupils aged 13 - 18 with a Sixth Form of 250 pupils
MATHEMATICS
A well qualified graduate is required in September 1985, or as soon after as possible, to join a strong, successful department teaching MATHEMATICS throughout the school from 'O' Level up to 'A' Level and University Entrance.
Willingness to help with games and other extra curricular activities would be a recommendation.
Lancing College stays scale.
Residential accommodation may be available.
Applications, enclosing curriculum vitae and the names, addresses and telephone numbers of three referees, should be sent to The Head Master, Lancing College, Sussex BN15 0RW, as soon as possible. (10579) 183424

WARWICKSHIRE
RUGBY SCHOOL
There will be a vacancy in September, 1985 for a well qualified graduate to teach Mathematics at all levels in the School. Experience in Computing would be helpful. Accommodation available.
Applications, with full curriculum vitae and likely contribution to extra-curricular activities, together with the names and addresses of two referees, to The Head Master's Secretary, Rugby School, Rugby, Warwickshire.
(10303) 183424

WARWICKSHIRE
ABBENHURST SCHOOL
Scale 1 Assistant under Physical Education.
(10863) 183424

DEVON
PLYMOUTH COLLEGE
H.M.C. Day & Boarding School
650 pupils, Sixth Form 300
Required for September 1985 Graduate teacher of French to work in a large and successful department. The ability to teach some German would be an advantage. The post can be made suitable for either a new entrant or for an experienced teacher. Assistance with games under C.C.P.E. an additional qualification.
Application to the Headmaster, Plymouth College, Ford Park, Plymouth PL4 6RN with full details including interests and the names of two referees. (04765) 183624

HAMPSHIRE
BEDALES SCHOOL
Petersfield, Hampshire GU32 2DG
Independent Co-education Boarding 13 - 18
MODERN LANGUAGE GRADUATE
Required for September 1985 to teach French to university entrance standard, with some Spanish.
Applications in writing, please (no forms) to the Headmaster, giving full details of curriculum vitae and the names and addresses of two referees. (10423) 183624

LONDON SE15
PUTNEY HILL, SW15 6BH
Independent - 500 girls
Required for September 1985 a well-qualified graduate to teach French and Italian to Oxbridge Entrance standard. (11765) 183624

SURREY
KINGSTON GRAMMAR SCHOOL
KING'S ROAD, KINGSTON-UPON-THAMES, SURREY KT2 5PE
Tel: 01-546 5875
Required for 1985 boys and girls
Graduate Teacher of French throughout the School, preferably with German to 'A' Level. Burnham Scale 1 or 2, according to experience, plus Outer London Allowance.
Please apply, with curriculum vitae and names and addresses of two referees, to: The Headmaster, Kingston Grammar School, 70 London Road, Kingston-upon-Thames, Surrey KT2 6PY from whom further details may be obtained. (04564) 183624

SURREY
BOX HILL SCHOOL
Mickleham, Dorking, Surrey
Co-ed Sixth Form Boarding
Gurdonian plan
Required September 1985 resident or non-resident graduate to teach German to 'O' and 'A' Level with French to 'O'/CSE. Assistant Housemastership or tenancy a possibility. Applicants should also state activity interests and willingness to take part in Sixth Form Outdoor Pursuits and Duke of Edinburgh's Award Scheme.
Apply in writing to the Headmaster, giving names of two referees. (10090) 183624

Modern Languages

Other Assistants

BERKSHIRE
THE ABBEY SCHOOL
Reading
Independent
FRENCH GRADUATE
Required in September to share the teaching of French throughout the school to university entrance standard. The school has a flourishing department and a new Language Teaching Centre including two 32 booth Language Laboratories.
Burnham Scale according to qualifications and experience.
Applications should be sent to the Headmistress with full curriculum vitae. (10410) 183424

BERKSHIRE
CROKHAM COURT SCHOOL
Nr. Newbury, Berks.
Tel: Thatcham 63050
Teacher of French required for September full or part-time. Please state other subjects offered. Burnham scale. Board and Lodging free in exchange for help with games, activities and Boarding School duties. Boys 11 - 18.
Please apply to Principal. (10705) 183624

BRISTOL
BADMINTON SCHOOL
Girls 320 girls 11 - 18.
Boarding and Day
Required for September an enthusiastic linguist to teach French throughout the school to university entrance, and to participate in activities and European exchanges. This post could be combined with resident Housemistress of the Sixth Form in a comfortable self-contained flat. Burnham Scale according to experience.
Please apply to the Headmaster in writing, with c.v. and two references. (10650) 183624

Music

Heads of Department

SUSSEX
WADHURST COLLEGE
Wadhurst, East Sussex TN5 6JA
A boarding and day school of Evangelical character
Foundation for 250 girls (9 - 18)
Required for January 1986 a DIRECTOR OF MUSIC to head strong, active department. To assume responsibility for the administration of the department to teach to 'O' and 'A' level and to train school choirs. Good keyboard skills essential. Woodwind preferred. Salary according to experience and qualifications.
Apply to the Headmistress for full details and inclusive curriculum vitae and names and addresses of three referees. (10240) 183618

Other Assistants

BERKSHIRE
LUCKLEY-OAKFIELD SCHOOL
Wokingham
C. of E. 260 girls, 11 - 18
(Boarding and Day)
Required September or January, Music graduate teacher professionally with experience, to be responsible for teaching including 'O' and 'A' level, choirs and orchestra, to share in piano tuition. Burnham Scale 2 or 3.
Please apply with c.v. and names of 2 referees to the Headmaster. (10405) 183624

DEVON
EDGEHILL COLLEGE
Bideford, Devon.
Required in September 1985, a graduate teacher to assist in an expanding Music Department.
Applications should be made in writing to the Headmaster, accompanies by full curriculum vitae and the names and addresses of two referees. (04145) 183624

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Independent Roman Catholic Boarding/Day School
407 girls - 94 in 6th Form
Required for September 1985 a full time Woodwind Specialist, principal study flute or clarinet. Further details available from the school.
Please apply with full CV and names, addresses and telephone numbers of two referees to the Headmistress.
(10963) 183624

HERTFORDSHIRE
QUEENSWOOD SCHOOL
Shepherd's Way, Brookmans Park, Hatfield AL9 6NS
CLARINET/SAXAPHONE TEACHER
Required for September, 1985. One day's teaching per week, but room for expansion to the timetable. Opportunity given the opportunity to perform in Concerts within and outside the School. Ability to accompany pupils. Suitable person will be advantageous. Salary Burnham Scale, plus full reimbursement of travelling expenses.
Applications to the Headmistress, with full c.v. and telephone number(s), address(es) and telephone number(s) of two referees, closing date: June 19th, 1985. (11748) 183624

HERTFORDSHIRE
THE PRINCESS HELENA COLLEGE GIRLS
Required in September, a Teacher of Music for G.C.E. 'A' Level, Orchestra and Choir, either resident or local. Burnham Scale 1, if with pastoral duties, free residence and board.
Apply, giving tel. no., if any, to The Headmistress, Temple Dinsley, Preston, Hitchin SG4 7RT. (10641) 183624

KENT
BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA
(Independent: 400 girls 11 - 18)
Required in September for our girls' Boarding School teacher for one day a week, preferably with experience and able to teach to a high standard. Possibility of Clarinet and Ensemble tuition. Full I.S.M. rates, expenses and other benefits to be agreed.
Apply in writing to the Headmistress, giving names, addresses and telephone numbers of three referees. (12262) 183624

KENT
BENENDEN SCHOOL
Cranbrook, Kent TN17 4AA
(Independent: 400 girls 11 - 18)
Required in September PIANO teacher for one day a week. Essential experience essential and ability to teach to high standard. Full I.S.M. rates, expenses and other benefits to be agreed.
Apply in writing to the Headmistress, giving names, addresses and telephone numbers of three referees. (12262) 183624

LANCASHIRE
ST. ANNE'S SCHOOL
Windermere, Cumbria
(310 girls aged 3 - 18, mostly boarders)
MUSIC
Required for the Autumn Term only, 1985, a temporary full-time teacher to assist in a flourishing musical unit while its leader is up leave. A keyboard specialist is needed who can also share 'O' and 'A' level teaching and give the more curricular musical aspects of boarding school music staff. Single accommodation could be available. Salary will be at a point appropriate point on Burnham Scale 1.
Apply, in writing, with full C.V., telephone number(s), address(es) and telephone number(s) of two referees, should be sent to the Headmistress as soon as possible. (10215) 183624

LONDON SE22
ALLEYN'S SCHOOL
Dulwich
Independent, Co-educational Day School
870 pupils, 200 in the Sixth Form
Required for September 1985, a part-time teacher of Music to take on imaginative 2nd year (9 year) class teaching 11 - 13 year old pupils. It is essential therefore that the teacher appointed will have a positive sympathy towards the needs of this age group and will be able to relate well to the junior pupils of the school.
Please apply as soon as possible, giving full curriculum vitae and the names, addresses and telephone numbers of two referees to the Headmaster, Alleyn's School, Townley Road, London SE22 8SU, from whom further details are available on request. 183624 (10419)

NORFOLK
ECCLES HALL SCHOOL
Quidenham, Norfolk NR16 2PA
Boarding School for 160 boys aged 10 - 18 plus girls
Required in September a Resident Full-time Teacher of Music to assist in all aspects of the School and with a flourishing Music Department. Enquiries to the Head for individual Teaching Units interest in, and commitment to, boarding school essential. Salary in excess of current Burnham Scale 3.
Applications with c.v. and two referees to the Headmaster. (11963) 183624

Pastoral

Other Assistants

BUCKINGHAMSHIRE
LAWN TENNIS ASSOCIATION SCHOOL
Slaiham Abbey, near Marlow
Required for September, person to be responsible for tuition and supervise boys' homework. Would suit P.E. trained person or possibly a retired teacher. Accommodation for married person. Sunday evening to Friday am inclusive. Normal school holidays. Salary according to qualifications and experience.
Applications with full c.v. and name and address of two referees by 7th June to Tennis Administration, Baron's Court, West Kensington, London W14 8HQ. Please mark envelope "Ref: School". (10247) 184024

DORSET
ST. ANTONY'S-LEWESTON SCHOOL
Sherborne, Dorset DT9 6EN
Girls' Independent Roman Catholic Boarding/Day School
407 girls - 94 in 6th Form
Required for September 1985, Graduate Teaching Housemistress to help with the younger girls (11 - 14). Latin and English preferred subjects but this is not essential.
Please apply with full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress at the school. (10269) 184024

ESSEX
BELL COLLEGE
Saffron Walden
This full time(mixed Residential college provides a wide range of courses in many areas. General English, English for specific purposes and teacher training. Applications are invited for the following permanent post:
Resident sports organiser. Applications should be qualified P.E. Teachers with a serious interest in sport and ability, experience of residential activities essential. Other duties are available from the following list: (a) 22/23 to whom applications should be sent to Rolf Collins, South Road, Saffron Walden, Essex CB11 3DF. (04689) 184224

ESSEX
P.E. SCALE 1
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
Boys are admitted at 7+ and 11+ and there is a Sixth Form.
Required for September an assistant to be in charge of Hockey and be able to teach all other major activities including Netball, Tennis, Badminton, Trampolining, Athletics, Swimming and Gymnastics.
The successful candidate will be active in extra-curricular sports. The ability to undertake some pastoral work would be an advantage.
Further details and application forms from the Headmistress' Secretary. (04132) 184224

GUERNSEY
ELIZABETH COLLEGE
(620 boys)
Required in September 1985 Games and P.E. to be resident Bachelor Tutor. Scale 1 post with free board and accommodation. Ideal first appointment for single stationary year can be successfully served in Elizabeth College. Playing and coaching skills must include Soccer, Hockey and Cricket. Basketball would be an advantage.
Further details and application forms available from the Principal. (04560) 184224

ISLE OF WIGHT
Required for September 1985 ASSISTANT MATHS & P.E. MASTER for boys aged 7 - 16 years. Willingness to teach general subjects in the middle school.
Application and C.V. to Principal, Parklands School, Parklands Avenue, Ryde, Isle of Wight. (10189) 184224

LONDON
PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15
Independent - 500 girls
Required September 1985, part-time (about .5) teacher of Physical Education (Scale 1). Main subjects Hockey and Tennis, but willingness to take other activities.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (04645) 184224

LONDON
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 3777
Wanted for September 1985 a teacher of PE and Games for this 11 - 16 boys' independent school (240 on roll).
A new entrant to the profession with a successful teaching practice record is sought. A generous salary is available for a good PE specialist who can, in addition, offer some competent teaching in a subsidiary subject.
Full particulars may be obtained from the School Secretary. Interviews will take place in the end of June.
Letters of application detailing the names, addresses and telephone numbers of two scholastic referees should be sent to the Headmaster. (10891) 184224

SURREY
WOLDINGHAM SCHOOL
Marden Park, Woldingham, Surrey CR3 7YA
(Tel: Caterham 49431)
Independent boarding school. 400 girls 11 - 18 (over 100 in Sixth Form)
Required September 1985, Teaching of Physical Education to join a lively department, excellent facilities.
Further particulars available on request.
Apply as soon as possible to the Headmistress with curriculum vitae and letters of application (10252) 184224

Physical Education

Other Assistants

AVON
SIDCOT SCHOOL
Winscombe, Avon BS25 1PD
(Quaker co-educational boarding school, 360 pupils 9 - 18)
A qualified teacher of GIRLS' PHYSICAL EDUCATION is required for September 1985. The school is set in 100 acres of grounds in the Mendip Hills and has excellent facilities for sports and outdoor pursuits. An enthusiastic teacher is sought who is prepared to take part fully involved in the life of the school community.
Further details and application form available from the Headmaster. (11964) 184224

EDINBURGH
MERCHANT COMPANY SCHOOLS
THE MARY ERSKINE SCHOOL
Ravelston, Edinburgh EH4 3LA
Founded 1694
Tel: 031-337 2391
DEPARTMENT OF PHYSICAL EDUCATION
Required for August, 27th 1985 a Teacher of Physical Education specialising in Hockey and Tennis or Swimming to work in a Department of four. Applicants should be registered with the General Teaching Council for Scotland or eligible for registration.
A full curriculum vitae and details of their special interests with the names of two professional referees should be sent to The Principal, The Mary Erskine School, 69 Ravelston Dykes, Edinburgh EH4 3NT by 7th June, 1985. (10411) 184224

SURREY
GREENACRE SCHOOL
Banstead, Surrey
Independent co-ed 400 girls 5 - 18 years
Full-time teacher specialising in class MUSIC required for September 1985. Qualified Teaching Housemistress to help with the younger girls (11 - 14). Latin and English preferred subjects but this is not essential.
Please apply with full curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress at the school. 184224

SURREY
WOLDINGHAM SCHOOL
Marden Park, Woldingham, Surrey CR3 7YA
(Tel: Caterham 49431)
Independent boarding school. 400 girls 11 - 18 (over 100 in Sixth Form)
Required September 1985, Teaching of Physical Education to join a lively department, excellent facilities.
Further particulars available on request.
Apply as soon as possible to the Headmistress with curriculum vitae and letters of application (10252) 184224

Religious Education

Other Assistants

KENT
CANTERBURY
ST EDMUND'S SCHOOL
(HMC: 380 boys)
Required in September, a graduate assistant Chemist, in the teaching of RELIGIOUS STUDIES to 'O' and 'A' level (possibly also with a little GERMAN or LATIN) up to 'O' Level.
Burnham scale according to qualifications and experience.
Applications, together with full curriculum vitae, the names of three referees and details of extra-curricular activities offered, to The Headmaster, St Edmund's School, Canterbury CT2 8HU. (04447) 184224

LONDON
FRIERN BARNET GRAMMAR SCHOOL
Friern Barnet Road, London N11 3DR
Tel: 01-368 3777
Wanted for September 1985 a teacher of RE and Games for this 11 - 16 boys' independent school (240 on roll).
A new entrant to the profession with a successful teaching practice record is sought. A generous salary is available for a good PE specialist who can, in addition, offer some competent teaching in a subsidiary subject.
Full particulars may be obtained from the School Secretary. Interviews will take place in the end of June.
Letters of application detailing the names, addresses and telephone numbers of two scholastic referees should be sent to the Headmaster. (10891) 184224

NORWICH
NORWICH HIGH SCHOOL FOR GIRLS (GPDST)
95 Newmarket Road, Norwich NR2 2LT
SENIOR SCHOOL 360 girls aged 11 - 18
Required from September 1985 or January 1986, a well qualified teacher of Physical Education to join a thriving department of three. Applicants should have the ability to teach Netball, Basketball, Swimming, Rounders, Athletics and Tennis, and will be expected to participate fully in team fixtures. Salary Burnham Scale 1 with Government Superannuation.
Applications by letter please (no forms) to the Headmistress enclosing c.v. mentioning other curriculum interest, s.e.a., and the names, addresses and telephone numbers of two referees by Wednesday, 12th June 1985. Interviews will be held week commencing 24th June 1985.
This is a re-advertisment, previous applicants need not apply. (10640)

WARWICKSHIRE
ARDENHURST SCHOOL
5 - 18 - 280 pupils
Co-educational Day School
Required for September 1985 ASSISTANT MATHEMATICS Specialist for boys aged 11 - 16 years. This is a temporary part-time post but could be a temporary full-time post for a person who is able to offer some pastoral work or metalwork) in addition.
Salary Burnham with Warwickshire Supplement.
Application, enclosing curriculum vitae and names and addresses of two referees should be addressed to the Headmaster at the School for a further details of the post may be obtained.
Warwick School, Warwick CV34 6QP. Tel: (0926) 492484. (10586) 184224

WILTSHIRE
INTERNATIONAL SCHOOL OF CHICHEUFAT
(Independent co-education, boarding school)
Required for September 1985, Teacher of Physical Education with special interest in Soccer, Athletics, Gymnastics and Tennis. The school has excellent sports facilities. Please write giving full details of qualifications and experience to Mr. Peter Hanley-in-Arden, Warwickshire B95 6AB by 8th June. (10648) 184224

WILTSHIRE
INTERNATIONAL SCHOOL OF CHICHEUFAT
(Independent co-education, boarding school)
Required for September 1985, Teacher of Physical Education with special interest in Soccer, Athletics, Gymnastics and Tennis. The school has excellent sports facilities. Please write giving full details of qualifications and experience to Mr. Peter Hanley-in-Arden, Warwickshire B95 6AB by 8th June. (10648) 184224

Science

Heads of Department

KENT
DOVER COLLEGE
Dover, Kent CT17 9RH
HMC, coeducational, 360 pupils 13 - 18
Required for one term only in September 1985, to take place of Head of Department on maternity leave, a teacher of Physics or O/. Must be competent to teach at all levels. Possibility of accommodation.
Please apply with curriculum vitae and names of two referees to The Bursar (Tel: 202969). (11968) 184818

OXFORDSHIRE
RADLEY COLLEGE
HEAD OF PHYSICS DEPARTMENT
A good honours graduate is required as Head of Physics from January 1986 or earlier if available. The department has excellent new facilities and support for both physics and electronics and will continue to provide full scope for development in the future.
Further details may be obtained from The Warden, Radley College, Abingdon, Oxon OX14 2HR, to whom applications with a full c.v. and the names, addresses and telephone numbers of two referees should be sent as soon as possible. (10701) 184818

WARWICKSHIRE
WARWICK SCHOOL
(H.M.C.; Assisted Places)
Required from September 1985 a teacher of Religious Education to share in the preparatory school RE course with responsibility for the subject. Brentwood School, Brentwood, Essex CM15 8AS. (10214) 184824

HAMPSHIRE
WEST DOWNS
Winchester SO23 5DQ
L.A.E.P. Boarding and Day School, mainly for Boys.
Required September, A well qualified Teacher of Physics and Chemistry up to O.N.S.D. Burnham Scale. Single accommodation available.
Apply with C.V. and names and telephone numbers of two referees to the Headmaster. (04061) 184824

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL G.P.D.S.T.
25 Kent Road, Southsea, Hants. PO5 3EQ
Required for September: Qualified Biology teacher with thriving Science Department with now 180 pupils in sixth form. Ability to offer additional subjects an advantage. The post would suit a young teacher looking for first appointment. Burnham Scale 1. Single accommodation available.
Apply to the Headmistress with curriculum vitae and the names of two referees to reach her by 14th June. (10579) 184824

KENT
HOLY TRINITY CONVENT SCHOOL
81 Widmore Lane, Bromley BR1 3LL
(400 girls - day R.C.)
Required for September 1985, a teacher of Physics to 'O' and 'A' Level. Burnham Scale 2 London allowance.
Please apply to Headmistress, enclosing C.V. names and addresses of 2 referees and contact telephone number. (250744) 184824

LONDON N16
YESODEY HATORAH SENIOR GIRLS SCHOOL
Applications are invited for the following vacancies:- Science Teacher to teach Physics and Chemistry up to 'A' level. Teacher of Humanities to teach Communication Skills, Social Studies and History to 'O' Level. Junior Teacher to teach General Subjects to Junior Boys. All these positions are part-time, 2 - 3 days each week-day afternoon.
Please apply with CV and names of two referees to the Headmaster, 2-4 Amhurst Park, London N16 5AA. (11745) 184824

LONDON SW15
PUTNEY HIGH SCHOOL
GPDST
35 Putney Hill, SW15 6BH
Independent - 500 girls
Required September 1985 part-time Physics teacher to join expanding department and to teach Physics and Integrated Science. Burnham Scale 1 with Inner London Allowance. (11764) 184824

LONDON SW15
PUTNEY HIGH SCHOOL
GPDST
35 Putney Hill, London SW15
Temporary appointment for 2 terms (maternity leave) teacher of Biology O and A level and Oxbridge. Scale 1.
Apply by letter to the Headmistress with Curriculum Vitae and names of two referees. (04057) 184824

LONDON
SYDENHAM HIGH SCHOOL - G.P.D.S.T.
19 Westwood Hill, Sydenham, SE26 6BL
Required for September 1985 Assistant Teacher to share in the teaching of CHEMISTRY throughout the school to 'A' and University entrance standard, and to give some help with Middle School Physics. Burnham Scale 2 plus Inner London Allowance.
Please apply by letter, enclosing a C.V and names and addresses of two referees to Miss M.E. Hamilton, B.Sc., The Headmistress. (03469) 184824

Other Assistants

ESSEX
BRENTWOOD SCHOOL
(H.M.C.)
Required for September, 1985, a SPECIALIST to teach BIOLOGY to 'O' and 'A' level. School up to 'A' Level.
Additional teaching to be specified in science with interest in children (10 - 17 yrs.) with Specific Learning Difficulties. The post will involve working with an existing team to develop and evaluate an integrated Science Curriculum. The post involves an extra-curricular commitment and some optional tutorial responsibility.
Scale 1 plus Special Schools Allowance. Scale 2 may be available for an experienced applicant.
Apply by letter, by June 3rd with C.V. and the names of two referees to The Principal, Peter Leigh Castle, Near Bath, Avon. (10265) 184824

HAMPSHIRE
WEST DOWNS
Winchester SO23 5DQ
L.A.E.P. Boarding and Day School, mainly for Boys.
Required September, A well qualified Teacher of Physics and Chemistry up to O.N.S.D. Burnham Scale. Single accommodation available.
Apply with C.V. and names and telephone numbers of two referees to the Headmaster. (04061) 184824

HAMPSHIRE
PORTSMOUTH HIGH SCHOOL G.P.D.S.T.
25 Kent Road, Southsea, Hants. PO5 3EQ
Required for September: Qualified Biology teacher with thriving Science Department with now 180 pupils in sixth form. Ability to offer additional subjects an advantage. The post would suit a young teacher looking for first appointment. Burnham Scale 1. Single accommodation available.
Apply to the Headmistress with curriculum vitae and the names of two referees to reach her by 14th June. (10579) 184824

LONDON
SYDENHAM HIGH SCHOOL - G.P.D.S.T.
19 Westwood Hill, Sydenham, SE26 6BL
Required for September 1985 Assistant Teacher to share in the teaching of CHEMISTRY throughout the school to 'A' and University entrance standard, and to give some help with Middle School Physics. Burnham Scale 2 plus Inner London Allowance.
Please apply by letter, enclosing a C.V and names and addresses of two referees to Miss M.E. Hamilton, B.Sc., The Headmistress. (03469) 184824

NORTHAMPTONSHIRE
OUNDLE SCHOOL
A graduate in Physics, Mechanical Engineering or Engineering is required for September 1985 or January 1986 depending on availability, to teach Physics throughout the School.
Within this large and successful Department notable opportunities exist for the development of subject work and of electronic facilities. The Department possesses its own computing facility and has access to the school's extensive Workshops.
Accommodation is available to both unmarried and married staff.
Applications, including the names of two referees, should be sent to: The Headmaster, Oundle School, Oundle, Peterborough PE8 4EN. 184824 (04707)

SOMERSET
RAVENSCROFT
Independent Residential Special School
D.E.S. Approved
Required for September, a teacher of Home Economics with an interest (preferably a qualification) in children (10 - 17 yrs.) with Specific Learning Difficulties. At present taught to groups of eight in a well equipped classroom/study room as an established department. The successful applicant will be involved in developing and evaluating an integrated science curriculum as part of an existing team. The post involves full extra-curricular commitment and an optional tutorial responsibility.
Scale 1 plus Special Schools Allowance and the name and address of two referees.
Applications by June 3rd with C.V. to Wynstone Park, Whitchurch-on-Severn, Gloucestershire, GL14 1BY. (04315) 182624

WORCESTERSHIRE
MALVERN GIRLS' COLLEGE
Worcestershire
Independent Boarding School for 500 girls, 160 in the Sixth Form
Qualified Biologist required for September 1985 to teach up to Advanced and Scholarship levels. Two well equipped Science blocks. Non-resident Burnham Scale 1. An interest in Marine Biology an advantage.
Applications to the Headmistress with the names and addresses of two referees to Miss Mary Hamilton, B.A., The Headmistress. (03469) 184824

Other Assistants

ESSEX
NEW HALL SCHOOL
Boreham, Chelmsford, Essex CM3 3HT
Boys are admitted at 7+ and 11+ and there is a Sixth Form.
Required for September an assistant to be in charge of Hockey and be able to teach all other major activities including Netball, Tennis, Badminton, Trampolining, Athletics, Swimming and Gymnastics.
The successful candidate will be active in extra-curricular sports. The ability to undertake some pastoral work would be an advantage.
Further details and application forms available from the Principal. (04560) 184224

ISLE OF WIGHT
Required for September 1985 ASSISTANT MATHS & P.E. MASTER for boys aged 7 - 16 years. Willingness to teach general subjects in the middle school.
Application and C.V. to Principal, Parklands School, Parklands Avenue, Ryde, Isle of Wight. (10189) 184224

LONDON
PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15
Independent - 500 girls
Required September 1985, part-time (about .5) teacher of Physical Education (Scale 1). Main subjects Hockey and Tennis, but willing

Other than by Subject Classification

Other Assistants

BERKSHIRE

Applications are invited from candidates able to teach either Geography or Economics to 'A' Level for a post which will become available on September 1st, 1985 at a Co-educational Independent School. The person appointed will teach throughout the age range (11 - 18) in a department which attracts a large number of candidates for examination courses. Salary will be paid according to Burnham Scale I in the first instance and free board and lodging could be provided for someone willing to be involved in the organisation and supervision of boarding pupils, but this is not a necessary requirement.

Applications which should include curriculum vitae and the names and addresses of two referees should be sent to the Headmaster, Licensed Victuallers' School, Brunel Way, Slough, Berks. SL1 1XP. (10272) 185624

BUCKINGHAMSHIRE

CHARMANDEAN SCHOOL
Lillingstone Dayrell,
Buckingham MK18 5AN

(Tel: 02806 204)

Boarding/day school for girls

Requires, from next September Term, teacher for Juniors & General Subjects, preferably with some science.

Apply with c.v. to the Headmaster. /10658) 185624

HAMPSHIRE

Young, enthusiastic teacher of Junior Subjects to take charge of a class of 7 - 8 year olds. Interest in Music and Drama skills essential. A second instrument and ability to teach singing would be an additional advantage.

Burnham Scale 1.

Apply in writing as soon as possible with full c.v. and the names and addresses of two referees to the Headmistress, Wykeham House School, 59 High Street, Fareham, Hants. PO16 7BB. (10422) 185624

KENT

ST. ANDREW'S School Hoad, Wells Avenue, Rochester, Kent ME1 3UY

Required for September, 1985. Teacher for Handicapped School, to take English and History with two very small classes, age range 11 - 15. Games a recommendation. Burnham scale.

Applications to Headmaster. (10468) 185624

LONDON NW1

Due to expansion, the International Community School seeks the following staff for September:

1) A teacher of Chemistry to O/Level with some Middle School Sciences.

2) A teacher of Maths to O/Level. Some Physics would be an advantage.

3) A teacher for general subjects for 11-year-olds.

For further details of these posts, and for application forms, please telephone or write to: The Secretary, International Community School, 16 York Terrace East, Regent's Park, London NW1 4PT. 486 (01) 935 1906". (10450) 185624

LONDON W5

NATIONAL AUTISTIC SOCIETY
SYBIL ELGAR SCHOOL
10 Florence Road, Ealing, London W5

Applications are invited for a Scale 1 Teaching post in our Mastery Skills Department, at this mixed boarding and day (all aged) school.

Candidates should have experience of a relevant handicap, the ability to assume responsibility for individual work programme for six pupils - as well as the ability to work harmoniously in an informal atmosphere with a wide range of other disciplines.

Visits welcome - please write in the first instance to the Principal. (10499) 185624

LONDON W8

KENSINGTON HIGH SCHOOL
17 Upper Phillimore Gardens, London W8 7HF

Junior School

The Girls' Public Day School Trust

Independent Day School for 500 girls

Required for September, 1985.

a) Experienced full-time teacher as Form Teacher 7 - 8 year old girls to teach General Subjects. Burnham Scale 1, plus Inner London Allowance.

b) Experienced full-time specialist Teacher of Physical Education, with Biology in the 10 - 12 years age group. Burnham Scale 1, plus Inner London Allowance.

Apply in writing to the Headmistress together with Curriculum Vitae and names and addresses of two referees. (11840) - 185624

LONDON

JAMES ALLEN'S JUNIOR SCHOOL
East Dulwich Grove, London SE22

150 Girls aged 5 - 11 yrs

A Form teacher required in September; an interest in teaching Music throughout the school would be an advantage.

Salary - James Allen's Girls' School scale (Burnham plus) with Inner London Allowance, according to experience.

Apply to Headmistress with c.v. and the names, addresses and telephone numbers of two referees. (04636) 185624

LONDON SE21

Required in September 1985 qualified Infant Teacher to take the reception class in the modern Nursery and Kindergarten department of Dulwich College Preparatory School. The post is particularly suitable for a resilient teacher with an interest in early development. An Assistant works with each of the class teachers to produce a happy environment with a strong team spirit. Burnham Scale 1. Inner London Allowance and D.E.S. Superannuation.

Please apply to the Headmaster, 42 Alleyn Park, Dulwich, SE21 stating details of age, training and experience, names of referees and including a telephone number. (33771) 185624

LONDON

JOHN WYCLIFFE SCHOOL
126 Thurlow Park Road, West Dulwich, SE21

Required September, due to re-organisation to a small co-educational secondary school, two graduate teachers offering: 1. Mathematics. 2. Biology and Chemistry to C.S.E. and 'O' level. Burnham Scale 1 and Government Superannuation.

Please apply: Principal, stating subsidiary subjects, curriculum vitae and names of two referees. (10573) 185624

MANCHESTER

BRIDGEWATER SCHOOL
Worsley Road, Worsley
Manchester M28 4WQ

An Independent Co-ed Boarding and Day School with a Preparatory Department

The School is accredited to the Independent Schools Joint Council

Required for September, 1985.

1. A well qualified Graduate Teacher for Mathematics to 'A' level and Computer Studies to 'O' level.

2. Well qualified graduate Teacher for Science to 'O' level, including Part Time Physics, Chemistry, Biology.

The above are Scale 1 posts.

Applications should be made in writing, together with a curriculum vitae and the names and addresses of two referees, to the Headteacher at the School. (11825) 185624

NORTH LONDON (N10)

Senior Jewish Girls' School has the following vacancies. Maths - immediately (up to 'O' level). English - September (up to 'O' level).

Please apply with C.V. and two referees to Dept. No. TES/ 00382, Priory House, St John's Lane, EC1M 4BX. (04653) 185624

SURREY

Summer School requires teachers for following subjects: Computers, English and Drama, July 27 to August 24. Full program of instruction, sports and activities. Facility of boarding.

Please write or telephone: Mr Trevor Pilling, Tasis England, Coldharbour Lane, Thorpe, Surrey TW20 8TE. Tel: (09328) 65332. (10412) 185624

Preparatory Schools

Deputy Headships
Second Masters/ Mistresses

SHEFFIELD

BIRKDALE SCHOOL (APS) day school for 450 boys 4+ to 16

SENIOR MASTER/ MISTRESS

Required for January 1986, (or earlier if possible) following the untimely death of Mr R.H.B. Thomson.

The successful candidate will be responsible to the Headmaster for Birkdale Junior School, situated in its own building on the school campus. He will be a committed Christian.

Further details from the Headmaster, Birkdale School, Oakholme Road, Sheffield S10 3DH. 0742 668408 Mr. Hepworth. (11900) 200012

SHEFFIELD

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Further details from the Headmaster, Birkdale School, Oakholme Road, Sheffield S10 3DH. 0742 668408 Mr. Hepworth. (11900) 200012

By Subject Classification

Classics

Teacher for Junior Subjects especially French, at 7-8 year level, willing to assist with Games. Abilities and enthusiasm valuable.

Other Assistants

BERKSHIRE

Boys' Prep. School requires for September, a teacher for middle school Classical Studies and Latin up to C.E.E.C. Scholarship. Keenness and capability to supervise coaching and general involvement essential.

Apply Headmaster in writing with full C.V. and references, Long Close School, Upton Court Road, Slough, Berks. SL3 7LU. (12004) 201624

LONDON

BELMONT
THE MILL HILL JUNIOR SCHOOL
Mill Hill, London NW7 4ED
Tel: 01-959 1431

Belmont Mill Hill Junior School requires in September a Teacher of LATIN and CLASSICAL STUDIES to PSS Level, using mainly the Reyised Cambridge Course, and a second subject. An experienced teacher to take over a lively department is sought, but candidates seeking a first appointment should not be deterred from applying.

Apply in writing immediately, giving full CV, details of possible out-of-school contributions, and the names of two referees, to The Master, Belmont Mill Hill, London NW7 4ED. (04160) 201624

Computer Studies

Other Assistants

DORSET

ST. ANTONY'S CONVENT PREPARATORY SCHOOL
Sherborne

GRADUATE TEACHER required for September 1985 to continue our Computer Studies programme for 2 - 3 days each week. Ability to teach Science to 5 - 11 year olds would be an advantage.

Please apply with curriculum vitae and names of two referees to The Headmistress, St. Antony's Convent Preparatory School, Westbury, Sherborne, Dorset DT9 3EW. (04707) 202624

SUMMER CAMP

Computer Instructors BBC or commodore experience. 3/8 week assignments Lake District/Norfolk. Start July. Tel: 0480 59754. (04108) 202424

SUMMER CAMP

Computer Instructors BBC or Commodore experience. 3/8 week assignments Lake District/Norfolk. Start July. Tel: 0480 59754. (04108) 202424

English

Heads of Department

WEST SUSSEX

HEBERSHAM SCHOOL
Chichester, West Sussex
I.A.P.S. 168 pupils. Co-educational, day & boarding
Required for September 1985 Head of English to teach English throughout the School to C.E. and P.S.S. level. The Head of English has overall responsibility for English in the school and to set, organise and supervise production of the annual school play.

This is a Scale 1 post and it is hoped that the successful applicant will be resident. Non-resident applicant will also be expected to coach games and to take a full part in the extra-curricular activities of this flourishing Cathedral Choir School.

Apply with C.V. and names of two referees to the Head Master. Further information & further details are available.
(11861) 202418

Other Assistants

HAMPSHIRE

WEST DOWNS
Winchester SO23 9JQ
I.A.P.S. Boarding and Day School, mainly for Boys
Required for September, A keen, qualified Games-player, capable of coaching up to P.S.S. Rugger, Hockey, Squash, Soccer and Cricket and general involvement essential.

Apply Headmaster in writing with full C.V. and references, Long Close School, Upton Court Road, Slough, Berks. SL3 7LU. (12004) 201624

LONDON

BELMONT
THE MILL HILL JUNIOR SCHOOL
Mill Hill, London NW7 4ED
Tel: 01-959 1431

Belmont Mill Hill Junior School requires in September a Teacher of LATIN and CLASSICAL STUDIES to PSS Level, using mainly the Revised Cambridge Course, and a second subject. An experienced teacher to take over a lively department is sought, but candidates seeking a first appointment should not be deterred from applying.

Apply in writing immediately, giving full CV, details of possible out-of-school contributions, and the names of two referees, to The Master, Belmont Mill Hill, London NW7 4ED. (04160) 201624

Geography

Other Assistants

HAMPSHIRE

WEST DOWNS
Winchester SO23 9JQ
I.A.P.S. Boarding and Day School, mainly for Boys
Required for September, A keen, qualified Geographer, capable of coaching up to P.S.S. Rugger, Hockey, Squash, Soccer and Cricket and general involvement essential and assist with games. Burnham scale. Single accommodation available. Apply with C.V. and names and telephone numbers of two referees to the Headmaster. (04660) 202624

History

Other Assistants

BUCKINGHAMSHIRE

THE BEACON SCHOOL
Chesham Bois, Amersham HP6 5PB
I.A.P.S. Day Prep. School - 300 boys
HISTORY TEACHER
Required for September 1985 to teach boys to C.E. and P.S.S. standards. Ability to coach games desirable. Accommodation available. Burnham Scale 1.

Apply with c.v. and names and addresses of two referees to The Headmaster. (10094) 202624

Mathematics

Heads of Department

HAMPSHIRE

BOARHUNT OAK SCHOOL
Fareham PO17 5BL
IAPS - 75 Boarders & 75 Day Boys
Required for September 1985 a qualified Head of Mathematics to C.E.E. level. Extra-curricular involvement essential and assist with games. Salary above Burnham + allowances + accommodation available.

Apply with Curriculum Vitae and names and addresses of two referees to the Headmaster. (11169) 203418

Other Assistants

COMPUTER INSTRUCTORS

Required for residential holiday camps. Working with children aged 9 - 14 years. July to September. Ring Camp Beaumont on 0480 59754 for application form. (01444) 203424

SUMMER CAMP

Computer Instructors BBC or Commodore experience. 3/8 week assignments Lake District/Norfolk. Start July. Tel: 0480 59754. (04108) 203424

Modern Languages

Other Assistants

LINCOLNSHIRE

WITHAM HALL SCHOOL

Required for September or January a qualified teacher of FRENCH and LATIN. Applications from graduates with some teaching experience to take charge of BETHANY would be particularly welcome.

Witham Hall (IAPS) is a small boarding school of 140, which celebrates its 25th anniversary this year. The Hall is set in beautiful grounds in the attractive village of Witham on the Hill, which lies between STAMFORD and BOURNE. Excellent amenities are currently being developed for sports, including Squash courts, Sailing, Riding, Golf and Fishing.

Burnham Scale and Government Superannuation.

Applications (including c.v. and the names of two referees) should be made to the Headmaster, Witham Hall School, Witham on the Hill, Lincolnshire PE10 0JL. (10854) 203624

Music

Other Assistants

HAMPSHIRE

Required from September qualified teacher to teach Junior Instrumental and Choral throughout the School from 9 - 12 noon. An ability to play the piano is desirable. Some general subject teaching, including art, to middle school range. Burnham Scale with D.E.S. Superannuation. Single accommodation available if required.

Apply in writing with C.V. and names and addresses of two referees to the Headmaster, Yateley Manor, Reading Road, Yateley, Camberley, Surrey GU17 7UQ. (04650) 203824

Religious Education

Other Assistants

BUCKINGHAMSHIRE

CALDICOTT
Farnham Royal
CHAPLAIN
Required for this I.A.P.S. boarding school of 430 boys. The Christian tradition dominates the life of the school which is Church of England. It would be preferable if the successful candidate had lay qualifications but lay applications will be given full consideration. The successful candidate will have responsibility for organising a wide range of church services, teaching Scripture to C.E. and P.S.S. level together with full pastoral opportunities within the school community. Accommodation for a married man Burnham Basic scale.

Apply with C.V. and names and addresses of two referees to the Headmaster. (07956) 204424

LONDON

WESTMINSTER ABBEY CHOIR SCHOOL
Girls, aged 8 - 11 (Figure) Boys, aged 8 - 13 September 1985
Required in September 1985 teacher to take charge of the SMOKE throughout the school. Burnham Scale 1 plus London Weighting, with Government Superannuation. Help with Junior Games essential and sympathy with unusual but interesting lifestyle of a busy choir.

Please apply with full curriculum vitae and the names and addresses of two referees to the Headmaster, Choir School, Dean's Yard, London SW1P 3NY. (10500) 204894

SURREY

BOYS' DAY PREPARATORY SCHOOL
Required for September 1986 SCIENCE MASTER or MISTRESS to teach to Common Entrance and Public Schools Scholarship level with some Games.

Apply Headmaster, Vallop School, Weybridge KT13 9UD. (10529) 204824

Other than by Subject Classification

Other Assistants

EDINBURGH

CARGILLFIELD SCHOOL
(I.A.P.S.)
37 Bernard Avenue West, Edinburgh EH4 6HD
(English/History/Geography) required for September (or January) a graduate to teach English and History or Geography to CE & PSS level.

Games experience and enthusiastic involvement in extra-curricular activities vital.

The post would suit a recent graduate or one leaving their first post. Married or single accommodation available. Outfield pay scales above Burnham.

Apply in writing with full C.V. and names, addresses and telephone numbers of 2 referees to the Headmaster. (10390) 203624

LONDON SW18

WIMBLEDON COLLEGE PREPARATORY SCHOOL
Independent, boys 2½ - 13 (R.C. Day)
Required September to teach Maths and religious education to boys aged 8 - 13 years. Small classes.

Burnham Scale, Maximum London Allowance. Silver annuation. Free Lunches.

Apply in writing to Headmaster, Wimbledon College Preparatory School, Copland Lodge, 33 Edge Hill, Wimbledon, SW19 4NP. (11863) 205624

LONDON SW1

GIRLS' PREPARATORY SCHOOL IN CENTRAL C.E. LONDON

Required from September 1985, an experienced, qualified teacher for 11 year old girls. Ability to teach French and Scripture to Common Entrance standard essential. London Burnham Scale. Government superannuation scheme.

Apply in writing, enclosing Curriculum Vitae, to Sr. Bernard Mary, Headmistress, St. Mary's School, Bryanston Square, London W1H 7HU. (04630) 205624

HEREFORD AND WORCESTER

Required for September graduate for all subjects for aged 7 - 11 in rural Catholic preparatory school. The successful applicant would be required to coach cricket, rugger and soccer. Musical ability useful but not essential, for one year only, and open to other denominations.

Please apply in writing, with references, to The Headmaster, St. Richard's Preparatory School, Bredenbury, Bromyard, Herefordshire HR7 4TD. (04037) 205624

HERTFORDSHIRE

Wanted by Radlett Preparatory (co-ed day school) for September, general subject teaching for 3/4 year junior boys. The ability to coach boys' games would be an advantage.

Please reply with full c.v. giving the names of two referees and a daytime telephone number to The Principal, Mrs. Lee, The Hall Prep. School, Kendal Hall, Radlett, Herts. (04144) 205624

ISLE OF WIGHT

RYDE JUNIOR SCHOOL
I.A.P.S.
Situated in Septemvber, 1985 a Graduate to be a FORM TEACHER for a class of boys and girls aged 8 teaching most of the subjects and to be responsible for MUSIC throughout the Junior School. An interest in helping with boarding duties would be an advantage.

Applications should be sent to the Master of the Junior School, 7 Queens Road, Ryde, Isle of Wight PO33 3BE, giving C.V. and the names, addresses and telephone numbers of two referees. (11866) 205624

KENT

CONVENT OF THE NATIVITY
Sittingbourne, Kent ME10 1AE
Independent Day School for Girls (4 - 18 years)
Required for September 1985 A qualified teacher to take charge of a class of 3rd year Junior girls.

Salary - SCALE 1.

Apply with C.V. and names and addresses of two referees to the Headmistress. (10223) 205624

LONDON N16

Qualified Infant & Junior Staff required September 1985, independent School Burnham Salaries.

Apply in writing enclosing references and telephone number to: Director of Education, 107/115 Stamford Hill, London N16 5RP. (11685) 205624

LONDON NW3

NORTH BRIDGE HOUSE SCHOOL
Hampstead, London NW3
Independent Co-educational Preparatory School - Ages 4 - 7 year olds

Class teacher required for September 1985. Salary according to qualifications on the London Burnham Scale.

Apply with curriculum vitae and the names of two referees to: The Headmistress, North Bridge House School, 8 Netherhall Gardens, London NW3. (11786) 205624

LONDON NW3

Teaching position available in small Hampstead Pre-Preparatory School. Immediate or September start. Tel: 01-435 6262, 01-435 1992. (04286) 205624

LONDON

Wanted for September 1985 an experienced and qualified teacher for 4 - 5 year olds.

Please apply in writing with curriculum vitae to: Mrs Lee, The Hall Prep. School, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH. (11687) 205624

LONDON

I.A.P.S. ALLEN'S JUNIOR SCHOOL
Requires a form teacher. For detailed job description see Independent section. (04657) 205624

LONDON

MARIST CONVENT SCHOOL
396 Fulham Rd., SW6 5NU
Required for September 1985, A committed Catholic infant teacher. Music an advantage.

Applications in writing with full curriculum vitae and the names of two referees to Lay Headmistress. (04141) 205624

LONDON

NOTTING HILL & EALING HIGH SCHOOL
(G.P.D.S.T.)
Required for September 1985 a part-time teacher to be responsible for a class of Nursery age girls, in their final year in the Junior Department, to teach general subjects. Some assistance desirable, but not essential. An interest in music could be an advantage. Scale 1 post.

Please telephone Mrs. King on 01-997 5744 for further details. (10394) 205624

NORTHAMPTONSHIRE

NORTHAMPTON HIGH SCHOOL FOR GIRLS
Dargate, Northampton NN1 1UN
(G.B.A. 740 - ages 3 to 18)
Required for September 1985, a well qualified teacher to take charge of a class of infants in the Junior Department of this independent Church of England day school. Candidates should be familiar with good modern primary practice, be willing to teach across the 4 - 9 age range and be prepared to take a full part in the life of the department. Burnham Scale 1.

Apply at once to the Headmistress with curriculum vitae and names of referees. (10283) 205624

SUFFOLK

Required for September, 1985. Graduate to teach class of 8 year old girls and boys. Ability to coach boys' hockey would be advantage. Single accommodation available.

Apply with full C.V. and the names and addresses of 2 referees to: The Master, Brandeston Hall, Woodbridge, Suffolk IP13 7AQ. (04685) 205624

SURREY

COLLINGWOOD BOYS' SCHOOL
Spelthorne Road, Wallington, Surrey
(Independent day school of 220 boys aged 4 - 11 (co-ed) run by ISJC)

Required for September 1985 well qualified and experienced Master for class of 7 - 8 year olds. General subjects - Sports coach. The candidate must be willing to play a full part in the extra curricular life of the school.

Salary Burnham Scale Group 1 with Government Superannuation.

Please apply to the Headmaster with full c.v. (10202) 205624

SURREY

Required in September, A qualified and enthusiastic teacher to assist with games and extra-curricular activities will be an asset.

Apply with Curriculum Vitae and the names and addresses of two referees to the Headmaster, Nower Lodge School, Coltherhurst Lane, Dorking, Surrey. (10580) 205624

YORK THE MINSTER SONG SCHOOL

I.A.P.S. 60 Day Boys 8 - 13
Wanted for January 1986, suitably qualified teacher to cover French to C.E. and P.S.S. standard and some Junior subject teaching. Ability to coach Games an advantage. Possibility also of a post as a Songman in the Minster Choir.

Burnham Scale I: Govt. Superannuation Scheme. Accommodation could possibly be provided.

Applications, enclosing full c.v. and the names of two referees, to the Headmaster elect:- R.J. Shephard, M.A., Deputy Headmaster, The Cathedral School, The Old Palace, The Close, Salisbury, Wilts. SP1 2EQ. Tel: 0722 336574.

Interviews will take place at the Song School in York on Monday 17th June. (10268) 205624

Colleges of Further Education

Heads of Department

CLWYD
COUNTY COUNCIL

COLEG AMAETH

LLYSFASI COLLEGE OF AGRICULTURE

HEAD OF DEPARTMENT

EXTRA MURAL STUDIES

Applications are invited for the above vacancy which has arisen due to promotion.

The successful candidate will have day to day responsibility for the organisation and administration of all day release (including T.V.E.I.) evening and block courses.

The post includes lecturing commitments. The person appointed will also have overall responsibility for farm craft and estate maintenance instruction.

Salary - L.II Points 2 - 6.

Application forms and further details are available from:- Principal, Llysfasi College of Agriculture, Ruthin, Clwyd LL15 2LL.

Tel: Llandegla (097 888) 263.

Closing Date:- 10th June, 1985. (04431) 220018

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

ROTHERHAM

METROPOLITAN COLLEGE

Rotherham is an equal opportunities employer

ROTHERHAM COLLEGE OF ARTS AND TECHNOLOGY
HEAD OF DEPARTMENT
MECHANICAL ENGINEERING AND APPLIED PHYSICS
Salary Scale: £16,098 - £17,877 p.a.

This post is tenable from September, 1985. Applications are invited from suitably qualified and experienced persons.

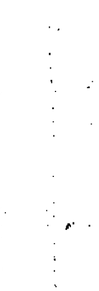
The department's work includes courses from GCE to Higher National Certificate standard.

Closing Date: 12th June, 1985.

Applicants who have already applied for this post will be considered and should not reapply.

Further details and an application form from the Director of Education, Education Offices, Norfolk House, Walker Place, Rotherham S60 1QT (Tel: Rotherham 382121. Ext. 3537).

G. Crane, Director of Personnel Resources. (10448) 220018



COVENTRY CITY COUNCIL
COVENTRY TECHNICAL COLLEGE
Principal: John Temple

Head of Engineering
Salary: £16,098 - £17,877 (Grade V)

Applications are invited for this important post tenable from 1st September 1985 or earlier by special arrangement.

This is a long established college under a recently appointed Principal: It is entering a period of significant change and development. The senior management structure has been radically reorganised at a time when a number of management staff have retired.

The post will require proven administrative experience, an intimate knowledge of both industry/commerce and the public further education service, and a demonstrable capability to manage a budget.

The preferred age range is 30-45: a direct and fluent spoken and written style is an advantage; a developed sense of humour is important, a clear, uncluttered and perceptive mind is essential.

Please telephone 0203 51064 for further particulars and an application form which is to be returned to the Principal, Coventry Technical College, Butts, Coventry CV1 3GD, by 10th June 1985.

This is a re-advertisement. (18062)

an equal opportunity employer

COVENTRY CITY COUNCIL
COVENTRY TECHNICAL COLLEGE
Principal: John Temple

Head of Information Technology and Science
Salary: £16,098 - £17,877 (Grade V)

Applications are invited for this important post tenable from 1st September 1985 or earlier if this can be agreed.

This is a long established college under a recently appointed principal. It is entering a period of significant change and development. The senior management structure has been radically reorganised at a time when a number of management staff have retired.

The successful candidate will require proven administrative experience, an intimate knowledge of both industry/commerce and the public further education service, and a demonstrable capability to manage a budget.

Age range is 30-45, a direct and fluent spoken style is an advantage. A developed sense of humour is important, a clear, uncluttered and perceptive mind is essential.

Please telephone (0203) 51064 for further particulars and an application form which is to be returned to: The Principal, Coventry Technical College, Butts, Coventry CV1 3GD, by 14 June 1985.

This is a re-advertisement. Previous applicants need not apply. (18184)

an equal opportunity employer

Lancashire County Council

An Equal Opportunities employer

SKELMERSDALE COLLEGE
NORTHWAY, SKELMERSDALE

VICE-PRINCIPAL
GROUP IV — £16,781 p.a.

Salary based on the middle band of Group IV Colleges with conditions of service in accordance with the N.J.C. Scheme (i.e. The Silver Book). Casual car user allowance will be payable.

Required 1st January 1986 or earlier if possible.

Forms/further details from/to The District Education Officer, Greetby Buildings, Derby Street, Ormskirk.

SAE please.

Closing date: 13th June 1985.

(18184)

Pownall Hall School
Wilmslow, Cheshire

Following the retirement of the present Headmaster, the Governors of Pownall School invite applications for the post of

HEAD

with effect from September 1986

Pownall Hall School is a leading Preparatory School for boys in the North West, with 190 boys aged from 3 to 14. Pupils are prepared for entry into Public and leading independent day schools. Additionally, a broad range of non-academic interests is actively encouraged to provide boys with a balanced, all-round education. The current headmaster is a member of I.A.P.S.

The school is situated in its own extensive grounds, and excellent accommodation is available.

Further details may be obtained from:
The Secretary to the Governors,
Pownall Hall School, Carrwood Road, Wilmslow, Cheshire SK8 1JW,
or by telephone:
Wilmslow (0625) 523141

Early enquiries are encouraged as applications are required by 14th June.

DEAN CLOSE JUNIOR SCHOOL
CHELTENHAM
(Co-Educational Boarding/Day School 272 pupils, IAPS)

HEAD OF ENGLISH

Applications are invited from enthusiastic well qualified and experienced teachers for the above post which falls vacant in September 1985 or January 1986. This is a senior post with the overall responsibility for English in the school.

Letters of application together with full cv and names and addresses of two referees to the Headmaster, Dean Close Junior School, Hardy House, Lansdown Road, Cheltenham, Glos., GL51 6QS, telephone (0242) 512217, from whom further details can be obtained.

(17846)

BIRMINGHAM

WEST HOUSE SCHOOL —

I.A.P.S. school of 200 boys.

Wanted for January — a **Form teacher** for 7 years olds. A young and enthusiastic person required to teach English, Maths & General subjects. Ability to take art/craft or games an advantage.

Salary: Burnham scale 1.

Apply by letter with c.v. and names & addresses of 2 referees to the Headmaster, West House School, 24 St. James's Road, Edgbaston, Birmingham B15 2NX.

(18059)

London Borough of Havering
HAVERING TECHNICAL COLLEGE

Required for September or as soon as possible.

HEAD OF ART AND DESIGN DEPARTMENT (GRADE IV)

Salary: £14,799 - £16,578 plus £678 London Weighting (under review).

This well established Department offers a varied range of BTEC courses in Art and Design as well as a large Hairdressing and Beauty Therapy section. Candidates should be well qualified in an appropriate discipline and preferably be teacher trained.

Please send stamp for application form and further details to the Principal, Ardleigh Green Road, Hornchurch, Essex, RM11 2LL. Completed application forms to be returned by 18 June 1985.

(18109)

ilea colleges
INNER LONDON EDUCATION AUTHORITY

NORTH LONDON COLLEGE
444 Camden Road
London N7 0SP

HEAD OF DEPARTMENT IV ENGINEERING & SCIENCE

(Science, Mathematics, Computing, Electronics, Engineering)

North London College is the central institution in Islington providing education and training opportunities for the 16-19 age-range and for continuing education. It has an established reputation for curriculum innovation and service to the community.

The successful candidate will be well qualified academically with the necessary knowledge, talents and management experience to continue to develop the creativity of the Department to the benefit of those it seeks to serve. The starting date will be as soon as possible, but not later than 1 January 1986.

Salary: £14,799-£16,578

Further information and application forms (to be returned by 14 June 1985 are available from Soulla Costa at the College.

ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER

continued

Other Appointments

AVON COUNTY
WESTON-SUPER-MARE TECHNICAL COLLEGE
TEMPORARY ONE YEAR APPOINTMENTS:
LECTURER I IN MATHEMATICS
LECTURER I IN PROFESSIONAL COOKERY (706/2 - standard)
Applications are invited for these temporary appointments available from 1.9.85.
Details and application form from: The Principal, Weston-super-Mare Technical College, Knightstone Road, Weston-super-Mare, Avon BS23 2AL.
Closing dates, 10 days after appearance of this advertisement. (10246) 220026

AVON COUNTY
LECTURER I IN PHYSICS AND MATHEMATICS
SOUNDWELL TECHNICAL COLLEGE
Department of Engineering
Mathematics & Science
St. Stephen's Road, Soundwell, Bristol BS16 4RL
Further details and application forms, returnable by 24th June 1985, from the Chief Administrative Officer. Tel: Bristol 673101.
Avon is an equal opportunities employer. (10431) 220026

AVON COUNTY
SOUNDWELL TECHNICAL COLLEGE
St Stephen's Road, Soundwell, Bristol BS16 4RL
LECTURER I IN LAW AND BUSINESS STUDIES
Further details and application form, returnable by 24th June 1985, from the Chief Administrative Officer. Tel: Bristol 675101.
Avon is an equal opportunities employer. (10431) 220026

BARKING AND DAGENHAM
BARKING COLLEGE OF TECHNOLOGY
DEPARTMENT OF HUMANITIES
LECTURER I IN THEATRE COSTUME AND DESIGN (HALF-TIME APPOINTMENT)
Applications are invited for the above post, to teach Theatre Costume, Set Design and related theory at G.C.E. 'O' and 'A' levels, to full-time Performing Arts Students. Relevant academic qualifications, essential teaching experience and experience in professional theatre desirable.
The appointment is from 1st September 1985.
SALARY SCALE: 50% of £6,948 - £11,550 p.a. inclusive.
Further details and application forms (S.A.E. please) from The Administrative Officer, Barking College of Technology, Dagenham Road, Romford, Essex RM7 0XU. Closing date two weeks after the appearance of this advertisement. (10258) 220026

BEDFORD COLLEGE OF HIGHER EDUCATION
SCHOOL OF BUSINESS AND MANAGEMENT STUDIES
Applications are invited for the following post from September 1985:
LECTURER I IN BUSINESS STUDIES
To make a wide contribution to the teaching of Law in the School including B/TEC National and Higher National courses which require and integrated approach with Economics and other social sciences.
LECTURES I - SOCIAL AND LIFE SKILLS
To join a Mode n2 Y.T.S. team to teach Social and Life Skills and to contribute to the provision of tutorial support, counselling and reviewing.
The appointment will be from 1st September 1985 or as soon as possible thereafter.
Further details and an application form are available from the Director, Bedford College of Higher Education, Bedford, MK42 9AH (0234) 43151, to whom completed applications should be returned not later than Wednesday, 19th June 1985.
Bedfordshire is an Equal Opportunities Employer. (10432) 220026

BIRMINGAM
CITY COUNCIL
An equal opportunities employer
EDUCATION DEPARTMENT
HANDSWORTH TECHNICAL COLLEGE
in association with H.M. Prison, Birmingham
LECTURER GRADE I
General Education - An interest in Computer Studies would be advantageous.
The teaching commitment will be mainly within H.M. Prison, Birmingham.
Further particulars and application forms are available from the Principal's Secretary, Handsworth Technical College, The Council House, Soho Road, Birmingham B21 9DP. Tel: 051-551 6031 (04141) 220026

CHESHIRE
SOUTH CHESHIRE COLLEGE
LECTURER I
in
MATHEMATICS
Primarily for G.C.E. 'O' & 'A' level work.
Particulars and application form from The College, Dane Bank Avenue, Crewe. Tel: (0270) 60133. (3346R) 220026

BUCKINGHAMSHIRE
COUNTY COUNCIL
AMERSHAM COLLEGE OF FURTHER EDUCATION
ART AND DESIGN
Department of Technical and Scientific Studies
LECTURER I
ELECTRONICS
Required as soon as possible to teach mainly to 'O' and 'A' level, YTS/C & G and C & G Foundation students.
The ability to offer 'O' Level Physics would be an advantage, teaching experience is desirable although not essential. Some industrial experience would be preferred.
Salary scale at present £6,174 - £10,776 (including London Fringe Allowance of £264). Point of scale dependent on qualifications and previous experience.
Application forms and further details available on receipt of SAE from Head of Department, Technical & Scientific Studies, Amersham College of Further Education, Art & Design, Stanley Hill, Amersham, Bucks HP7 9BG to be returned by 14th June, 1985. (04884) 220026

CITY COUNCIL
An equal opportunities employer
EDUCATION DEPARTMENT
MATTHEW BOULTON TECHNICAL COLLEGE
Sherlock Street, Birmingham B5 7DB
LECTURER I IN BUSINESS STUDIES (2 POSTS)
Vacancies exist for 2 posts of Lecturer I in the Department of Business and Public Administration, as follows:
Post - To teach Mathematics to 'O' level, Numeracy and Calculations on a range of BTEC and YTS courses. Ability to offer help with Information Processing an advantage.
Post 2 - To teach at least two from Economics, Accounts or Law on a range of courses up to BTEC National standard.
Teacher training or teaching experience preferred. Duties commence 1 September 1985.
Furthe details available from the Principal at the above address, tel: 440 2681. Application forms to be returned by June 1985. (10361) 220026

EDUCATION COMMITTEE AN EQUAL OPPORTUNITIES EMPLOYER
HARTLEPOOL COLLEGE OF FURTHER EDUCATION
Principal: C.G. Doram, B.Sc., Cert. Ed.
APPOINTMENT OF LECTURER I GENERAL & COMMUNICATIONS STUDIES
Applications are invited for the post of Lecturer I in General Communication Studies. Duties to commence 1st September, 1985, or as soon as possible thereafter. This post is additional to the temporary appointment already advertised. Applicants for the temporary post will be considered for this post as well and need not submit a fresh application.
Salary: £5,910 per annum (under review).
Further particulars and application forms may be obtained by writing a stamped, addressed envelope to the Principal, Hartlepool College of Further Education, Stockton Street, Hartlepool, Cleveland TS24 7NT, to which completed forms should be returned within 14 days of the appearance of this advertisement. (10380) 220026

CLEVELAND
EDUCATION COMMITTEE
(An equal opportunities employer)
KIRBY COLLEGE OF FURTHER EDUCATION
Roman Road, Middlesbrough, Cleveland
Tel: (0642) 813706
(Re-advertisement)
LECTURER I IN BUSINESS STUDIES to include Numerical Book-keeping and Office Practice.
Applicants should have suitable professional qualifications preferably be qualified teachers. The ability to offer other subject areas would be an added recommendation.
Salary: £5,910 - £10,512 (Previous applications will automatically be re-considered).
Application forms and further particulars are available from the Principal at the College, to whom completed forms should be returned within 14 days from the appearance of this advertisement. (10297) 220026

CROYDON COLLEGE
TRAINING DIVISION
The following staff are required to teach within the YTS courses offered by the Division. The ability to work as a trainee centred approach within teaching teams is essential and applicants should have had experience in similar settings. In both cases they would retain tutorial roles and the training out of work placement monitoring.
Post 1 - LECTURER I required from September 1985 to teach mainly B/TEC B2 Courses but also on other courses within the Division. Experience in Nursing Studies and Teaching Special Educational Needs essential. This is a one-year contract. It requires a member of staff on secondment.
Post 2 - LECTURER I required immediately to teach on courses generally across the Division although the majority of work will be on the Mode B2 provision. The person appointed will, ideally, have job experience in a variety of areas.
Post 3 LECTURER I required from September 1985 to teach on both Mode A and Mode B courses and to be able to offer job related skills areas. Preference would be given to applicants from Retail vocational areas.
The salary for these posts will be in accordance with the current Burnham Further Education Award which is at present:
LECTURER I - £6,555 - £11,157 p.a. (including the London Weighting Allowance).
Further details and application forms may be obtained from the Assistant Principal (Personnel), Croydon College, Fairfield, Croydon CR9 1DX. A self-addressed envelope would be much appreciated. Completed application forms should be returned within four weeks of the appearance of this advertisement. (33438) 220026

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

DERBYSHIRE
COLLEGES OF FURTHER EDUCATION
DEPARTMENT OF GENERAL STUDIES AND CATERING
LECTURER GRADE II/I COOKERY/CATERING
Applications are invited for the post of Lecturer Grade II/I in Vocational Cookery/Bakery/Pastry work on a range of full-time, part-time day and evening courses. Applicants should be professionally qualified with experience in the catering industry. Teaching experience desirable.
Salary in accordance with salary grades for teachers in establishments of further education, currently £7,548 - £12,099 (under review).
Application forms and further particulars are available from: The Chief Administration Officer, Derby College of Further Education, Wilmorton, Derby DE3 7EI. Tel: Derby (0332) 73012. (04878) 220026

DUDLEY
METROPOLITAN BOROUGH
(Equal Opportunity Employer)
HALESOWEN (TERTIARY) COLLEGE
The Faculty of Catering requires the following staff for 1st September:
LECTURER GRADE II (temporary one year contract) to liaise with industry and develop the college adult training strategy for the catering faculty.
LECTURER GRADE I to teach Supervisory and Business Studies.
LECTURER GRADE I to Hotel, General Reception, Book-keeping and Accounts.
LECTURER GRADE I to teach Food Science.
Further details of posts from the Principal (021-550 1451).
Application by CV and letter to Principal, Halesowen College, Whittingham Road, Halesowen, West Midlands B63 3NA. (04136) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A. (Oxon), M.Inst.P., F.R.S.A.
Required for 1st September 1985 or as soon as possible thereafter:
DEPARTMENT OF CATERING AND HOTEL AND CATERING
LECTURER GRADE I IN NURSING SUBJECTS
Candidates must have R.N.M.H. qualification together with Social Work and appropriate practical experience.
SALARY SCALE: £5,910 - £10,512.
Application form and further particulars can be obtained from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL1 1DB on receipt of a stamped addressed foolscap envelope to be returned not later than 13th June, 1985). (04142) 220026

DURHAM
COUNTY COUNCIL
DARLINGTON COLLEGE OF TECHNOLOGY
Principal: R. Exelby, M.A. (Oxon), M.Inst.P., F.R.S.A.
Required for September, 1985 or as soon as possible thereafter.
DEPARTMENT OF MANAGEMENT, BUSINESS AND LANGUAGES
LECTURER GRADE I FOR SECRETARIAL AND OFFICE SKILLS
To teach typewriting, shorthand (New Era and Teeline), Office practice/secretarial duties and word processing.
SALARY SCALE: £5,910 - £10,512
Application form and further particulars can be obtained from the Principal, Darlington College of Technology, Cleveland Avenue, Darlington, Co. Durham DL1 1DB on receipt of a stamped addressed foolscap envelope to be returned not later than 13th June, 1985). (04139) 220026

DURHAM
COUNTY COUNCIL NEW COLLEGE DURHAM
Principal: Leonard G. Sawyer.
Head: Alfa.Ed.(Lond.), B.Sc.(Econ.), M.A., F.R.S.A., Fellow of Royal Society of Arts.
EDUCATION COMMUNICATION AND COMPUTING STUDIES
TEMPORARY LECTURER I IN SPECIAL EDUCATIONAL NEEDS
Applications are invited for the post of Temporary Lecturer I to contribute to a range of initial and in-service courses for persons with special needs. The appointment is for one term from September 1985.
For further particulars and an application form, please write to The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES, enclosing a stamped addressed foolscap envelope. Tel: Durham 69481, Ext. 256.
Closing date for the receipt of applications is Friday, 14th June, 1985. (04137) 220026

EALING
LONDON BOROUGH OF EALING
PATHWAY FURTHER EDUCATION CENTRE
The Pathway Centre is a specialist further education unit based in Southall and catering for the educational and training needs of young people and adults from ethnic minority groups. The Centre has a particular concern for meeting the needs of underachieving and underprivileged groups whose background and experience at present places them at a disadvantage in achieving their full potential. The Centre also includes Industrial Language Training Units which provides services to employers in Ealing and Hounslow.
Applications are invited from persons with teaching qualifications and experience irrespective of race and sex.
1 Lecturer II, Language development in a bilingual context. This new post has been created in response to recommendations of the Swann Committee and is funded by the Home Office. The main duties of the post holder will be to promote the professional career development of teachers from minority groups particularly in the area of English as a second language and Community Languages. The post will involves developing strong links between the education service and the community. The centre runs RSA courses in ESOL and community languages; experience in developing and teaching on these courses is essential.
2 Lecturer I. To act as a course tutor and to teach Clerical and Office Skills on a range of courses for school-leavers and adults. Experience of word-processing would be an advantage.
3 Lecturer I. To act as course tutor or link tutor for pupils with special needs and to teach in the general area of Life Skills, Communications, ESL, on a range of courses for school-leavers and adults. Interest in careers education would be an advantage.
Further details and application forms from Mr S. Kaur, Head of Pathway FE Centre, Havelock Road, Southall, Middlesex UB2 4NZ. Tel: 01-571 2941. Closing date: 14th June 1985. (10238) 220026

GLOUCESTERSHIRE
FOREST OF DEAN COLLEGE
Station Road, Cinderford, Glos. GL14 2YJ
Tel: Dean 23191
LECTURER GRADE II IN CATERING
Required for September 1985.
Applications are invited from suitably qualified persons with industrial experience to teach professional cookery and related theory for C and G 706 courses.
A full day each week in food and beverage service would be an advantage.
Further details may be obtained on application to Mr G.L. Jenkins, Principal Designate. Closing date for applications: 14th June 1985. (10123) 220026

GLOUCESTERSHIRE
GLOUCESTERSHIRE COLLEGE OF ART AND TECHNOLOGY
DEPARTMENT OF HOTEL MANAGEMENT AND FOOD STUDIES
Park Campus, Cheltenham, Glos.
Post No: 997NO33 SENIOR LECTURER IN FINANCIAL MANAGEMENT with ability to teach Management and/or Manpower Studies.
Post No: 997NO34 SENIOR LECTURER IN FOOD AND BEVERAGE MANAGEMENT
Post No: 997NO35 SENIOR LECTURER IN ACCOMMODATION MANAGEMENT
Applications are invited for the above posts. Successful candidates will be required to be involved in teaching on BTEC HND Courses, and in the future could expect to participate in a degree course which is being considered.
Candidates should possess a degree (including, in the case of post No: 997NO7 a Management Studies degree or a Diploma in Management Studies), and relevant industrial experience, professional qualifications will be considered. Applications are encouraged from candidates offering a combination of disciplines.
Post No: 997NO18 LECTURER GRADE II IN ACCOMMODATION OPERATIONS
To teach housekeeping, materials and cleaning operations, accommodation management, reception to a variety of craft and management courses.
Candidates should be eligible for membership of the HCIMA and have relevant industrial experience.
Application form and further details for either posts available from: Administrative Office (Staffing), Gloucestershire College of Arts & Technology, Oxstalls Lane, Gloucester GL2 9HW. S.A.E. PLEASE. (12569) 220026

HAMPSHIRE
EASTLEIGH COLLEGE OF FURTHER EDUCATION
Chestnut Avenue, Eastleigh, Hants SO5 5HT
Applications are invited for the following posts which are vacant from 1st September 1985.
LECTURER I IN SECRETARIAL STUDIES
LECTURER IN OFFICE/SECRETARIAL PROCEDURES
Salary £5,910 - £10,512 per annum.
Further particulars and application forms are available from the College. (10446) 220026

HARINGEY
Proposes with Humanity
HARINGEY COLLEGE
Park Road, London N11 2QF
Principal: Brenda Gourley
Remington SA (MSONS) DIPFE
Applications are invited for the following post:
Temporary Lecturer Grade I in Applied Social Studies, Department of General and Community Education
Salary: £6,948 - £11,550 (including London Weighting)
Required as soon as possible, an experienced Lecturer to contribute towards a range of provision across the Department, including a College certified preparatory course in Youth Community and Social Work, and access course to Higher Education and G.C.E.'S in Social Sciences at 'O' and 'A' level. The ability to teach Sociology and/or Government and politics would be an advantage.
This is a temporary appointment probably for one year to replace a member of staff on maternity leave.
It is essential that all postholders are fully committed to the aims of the College, especially with regard to the policies of Multi-Cultural Education and equal opportunities, and will have had experience with young people and adults from Ethnic Minority backgrounds.
Application form and further details can be obtained from Helen Axtendl, Administrative Staffing Assistant, Haringey College, Park Road, London N11 2QF. Tel: 01-888 7123.
Closing Date: 14th June 1985. (10623) 220026

Metropolitan Borough of Stockport
STOCKPORT COLLEGE OF TECHNOLOGY
(An Equal Opportunity Employer)
Applications are invited for the following post to commence as soon as possible.
DEPARTMENT OF ELECTRICAL ENGINEERING
LECTURER GRADE II or I in ELECTRONICS AND DATA COMMUNICATION
to teach and develop these subjects to BTEC Higher National Diploma level.
Applicants should have graduate or equivalent qualification, and relevant industrial and teaching experience and/or teacher training.
Salary Scale: Lecturer I — £5,910 - £10,512
Lecturer II — £7,548 - £12,099
Closing date for applications 14th June 1985.
Application forms and further details may be obtained from The Principal, Stockport College of Technology, Wellington Road South, STOCKPORT SK1 3UJ. Tel: 061 480 7331 on receipt of a stamped addressed envelope. (18091)

Surrey County Council
East Surrey College
Principal J.G. Bell, BA Econ
Motor Vehicle Engineers Lecturer Grade I (Temporary)
Salary £5,910-£10,512 p.a. plus £268 London Allowance. (Currently under review)
Applications are invited for the post of Lecturer Grade I from Motor Vehicle Engineers (Male/Female) with a keen interest in the education and training of predominantly 16-19 year olds.
The post offers a unique opportunity for a practical person to embark on a career of teaching Motor Vehicle Work to craftsmen and technicians up to BTEC Certificate/Diploma level.
If you have ever thought of teaching in a College of Further Education or would like to look at the facilities we can offer, telephone Mr Earwaker, Redhill (0737) 72811, Ext. 231 or, send for an application form to the Staff Officer, East Surrey College, Gatton Point, Redhill, Surrey RH1 2JX. 18055

WALTHAM FOREST COLLEGE
SCHOOL OF CONSTRUCTION
Lecturer I in Carpentry and Joinery
(Temporary 1 year post)
To teach Carpentry and Joinery, and associated subjects, to YTS and City and Guilds students on work skills courses for the Construction Industry.
Candidates must have obtained good practical experience and be in possession of a C & G Advanced Craft Certificate in Carpentry and Joinery.
The post will be on a temporary 1 year appointment from 1st September 1985 renewable annually subject to continued M.S.C. support.
Salary — Lecturer Grade I — £6,598 to £11,190 per annum inclusive.
Closing date 2 weeks from appearance of advertisement.
Application forms and further details available from the Personnel Services Officer, Waltham Forest College, Forest Road, Walthamstow, London, E17 4JB.
Tel: 01-527 2311 Ext. 269 (18133)
AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status.
Waltham Forest

YOU WON'T EVEN SPOT THE DIFFERENCE WHEN YOU CALL
When you call us, you'll probably talk to a blind receptionist. But you'd never know the difference if we didn't tell you.
Again, if this advertisement was typed by one of our blind students, would you be able to tell? There's simply no difference.
Our Commercial Training College trains visually handicapped students to compete successfully for careers as secretaries, telephonists and computer programmers. Currently it has a vacancy on the teaching staff for:
Audio-Typing/Word Processing Lecturer
To train visually handicapped man and women as audio-typists and word processing operators. Previous experience of teaching blind people is not essential as in-service training will be provided. You must have relevant teaching qualification and practical office experience.
Salary range £5,910-£10,512 plus £1,038 London Weighting. *It is anticipated that the College will be moving from its present location* in Bayswater, London, to the East Midlands within the next two to three years.
For an application form, write to: Miss J. Abbott, RNIB Commercial Training College, London W2 4XB. Or call her on 01-229 6673 and see if you can tell the difference. Closing date for applications is *14th June 1984.*
ROYAL NATIONAL INSTITUTE FOR THE BLIND (18140)

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
STEVENSON COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF SCIENCE AND MATHEMATICS
DEPUTE HEAD OF DEPARTMENT/SL III
SALARY ON SCALE £12,777-£14,184
Applications are invited for the above post.
The person appointed to this post will be expected to assist the Head of Department in running a large and active Department. Particular importance will be attached to developing new and innovatory course provision and assisting in the marketing of the Department in a highly competitive educational environment.
Applicants should hold an honours degree or equivalent qualifications and have appropriate Industrial/Commercial experience. Sound teaching experience and ability to administrate is essential.
DEPARTMENT OF SCIENCE AND MATHEMATICS
SENIOR LECTURER I IN MATHEMATICS (STATISTICS)
SALARY ON SCALE £8,688-£11,358
Applications are invited for the above post.
The person appointed to this post will be expected to assist in the administration and further development of the large Mathematics section located in this College. The emphasis of the post lies in the Statistics area but applicants could expect to be involved in a broad range of mathematics, administration and teaching. An interest in identifying and developing new courses would be welcomed.
Applicants should hold an honours degree or equivalent qualification and should ideally have industrial or Commercial experience. Teaching experience is essential.
Further particulars and application forms may be obtained from:
The Principal
Stevenson College of Further Education
Bankhead Avenue, Edinburgh EH11 4DE
Tel: 031-453 6161
TELFORD COLLEGE OF FURTHER EDUCATION
SENIOR LECTURER III IN SCIENCE AND TECHNOLOGY
SALARY: £12,777 to £14,184
Applications are invited for this post involving leadership of a large Science and Technology Section within the Department of Science, Mathematics and Computing. The successful applicant will work closely with the Head of Department and an existing SLIII to form the senior management of the Department.
Applicants should possess a degree or equivalent qualification in one of the disciplines of the Department. Applications from persons with qualifications in Electronics or another field of technology would be particularly welcome. Relevant industrial and/or administrative experience in education would be a further advantage.
Application forms and further particulars from:
Secretary to the College Council
Telford College of Further Education
Crewe Toll, Edinburgh EH4 2RZ
Tel: 031-3322491 (18090)

Somerset County Council
SOMERSET COLLEGE OF ARTS AND TECHNOLOGY, TAUNTON.
Department of Art and Design.
Applications are invited for the following post to be filled as from 1st September 1985 or as soon as possible thereafter.
PRINCIPAL LECTURER IN GRAPHIC DESIGN
A new post of Director of Studies for Graphic Design throughout the department. The post calls for substantial teaching experience to at least Final Year HND level as well as academic and professional leadership and management of staff at all levels and across a range of related studies in BTEC Diploma and HND courses as well as in other specialist departments in the college.
Further particulars and application form (sae please) from the Chief Administration Officer, Somerset College of Arts and Technology, Wellington Road, Taunton, TA1 5AX. Closing date 14 June 1985. (18129)

Somerset County Council
BRIDGWATER COLLEGE
A Tertiary College maintained by Somerset County Council
Temporary Lecturer Grade 1 in Physical Education (Two Terms)
Applications are invited from qualified PE Teachers for this temporary post to cover the period September 1985 to Easter 1986 whilst a member of staff has maternity leave.
The post involves work with full-time students at the college as well as a significant amount of teaching of adults in the college's Leisure Programme. The person appointed will be expected to teach two evenings a week.
Further particulars (sae please) and application forms, returnable by 10th June 1985, from the Principal, Bridgwater College, Bath Road, Bridgwater, Somerset, TA6 4PZ. (18130)

BEXLEY LONDON BOROUGH
ERITH COLLEGE OF TECHNOLOGY
Belvedere, Kent. DA17 6JA
PRINCIPAL: D. F. Glover, M.A., B.Sc., F.C.I.S., F.I.M., F.B.I.M.
Applications are invited for the following posts, to take effect as soon as possible
LECTURER GRADE II in BEAUTY THERAPY
Required to teach aspects of Physiotherapy, Anatomy, Physiology, Mycology, Practical Exercises, Body Massage, etc., for the Sisterhood Beauty Therapy, to students on City & Guilds and BTEC Beauty Therapy Courses. Membership of the Chartered Society of Physiotherapy is essential. A teaching qualification and some teaching experience (full or part time) would be an advantage. (Ref. A.B.)
LECTURER GRADE II In MOTOR VEHICLE ENGINEERING
Required to teach Motor Vehicle Engineering to all H.T.E.C levels, City & Guilds courses to Part III and C.S.E. Link Courses and on the R.S.A. Certificate of Professional Competence in Road Transport. Responsibilities include the organisation and teaching of Science and Associated Studies. Appropriate qualifications and industrial experience and some teaching experience essential (Ref. E.B)
BURNHAM SALARY SCALE (including London Allowance):
LECTURER GRADE II: £8,226 - £12,777
Application forms and further particulars from Senior Administrative Officer, Erith College of Technology, Tower Road, Belvedere, Kent (Erith 43231 Ext.226) (quote reference of post), to whom they should be returned within two weeks of the appearance of this advertisement.
The College operates an Equal Opportunities Policy and applications are welcome from people regardless of colour, race, creed, nationality, ethnic or national origin, sex or marital status.
The Council has an enhanced scheme of fringe benefits for staff, including payment of legal fees for house purchase, removal expenses and disturbance allowance (18122)

Athrofa Gogledd-dd Cymru
The North E Wales Institute
of higher education
DEESIDE, CLWYD
SCHOOL OF ENGINEERING (DEESIDE DIVISION)
LECTURER GRADE I IN MECHANICAL AND PRODUCTION ENGINEERING
LECTURER GRADE I IN ELECTRICAL AND ELECTRONIC ENGINEERING
SALARY: £5,910 — £10,512
Applicants should be well qualified and have wide experience of industry. Teaching will be required on Craft, Technician and Higher Technician courses, and will involve both theoretical and practical work. Commencing salary determined by experience and qualifications.
Further details and application form available from the Registrar, The North East Wales Institute, Connah's Quay, Deeside, Clwyd. Tel: Deeside 817631 Extn. 254. Closing date for receipt of applications 7th June 1985. 18054

CORNWALL COLLEGE OF FURTHER & HIGHER EDUCATION
Redruth TR15 3RD
The following vacancies will arise in the various faculties of the College with effect from September, 1985 or as soon as possible thereafter:—
MANAGEMENT, BUSINESS & PROFESSIONAL STUDIES
Lecturer Grade I In SOCIAL WORK
Applicants should have:
a) Social Service qualifications (e.g. C.S.S., C.Q.S.W.)
b) Relevant experience in the provision of Social Care
The position will involve teaching on the Certificate in Social Service Course and the In-Service Course in Social Care, and assisting with the development and delivery of short courses to meet identified needs in a range of social care situations.
Lecturer Grade I In BUSINESS STUDIES
Applicants should be prepared to lecture BTEC Higher and at National levels in as many as possible of the following fields.
a) Business Calculations and Statistics
b) Book keeping
c) Commerce
d) Principles of Law
An appropriate professional qualification is expected.
Lecturer Grade I In ECONOMICS
Applicants for this post should be prepared to lecture in:
a) Applied economics at BTEC Higher and National level
b) 'A' Level economics
An appropriate professional or academic qualification is expected.
Lecturer Grade I In BUSINESS STUDIES: (MSC FUNDED)
Applicants should have experience in the following areas:
Modern office practice and procedures
Business Calculations
Electronic office/data processing
Care Skills
Profiling and Assessment
Science and Humanities
Lecturer Grade I In HISTORY
A good honours graduate in History is required. The person appointed will be responsible for the teaching of Modern History at GCE levels, mainly 'A' level, but should be sufficiently flexible to assist in the occasional teaching of Tudor History and Modern Constitutional History.
Lecturer Grade I In ENGLISH & COMMUNICATIONS
Good honours graduates in English are required. The person appointed will be required to teach English in the following areas: BTEC and C & G Communications and GCE 'A' level English Literature.
Lecturer Grade I In HORTICULTURE
Applications are invited from suitably qualified and experienced persons with a sound background in outdoor commercial crops. The person appointed will be required to lecture to full-time and part-time students on C & G (Phase I-II), sponsored and school link courses. The successful candidate may be concerned with courses design and supervision, liaison with growers, and administration of the commercial units of the College.
Technology
2 Lecturers Grade I In ELECTRICAL AND ELECTRONIC ENGINEERING
Applicants should be suitably qualified to a minimum of HNC level. The posts are primarily in the field of electronics.
Cornwall Microelectronics Centre
1 Lecturer Grade I In COMPUTER TECHNOLOGY
A highly practical person is required to teach a wide range of subjects concerned with the technology of modern computer systems. Applicants should preferably have a relevant HNC/HND or degree and have a good working knowledge of at least one high level language.
Salary Scales:

Lecturer Grade I:	£5,910-£10,512
Lecturer Grade II:	£7,548-£12,099 Under review
Principal Lecturers:	£13,695-£16,467

FURTHER DETAILS OF THE ABOVE VACANCIES MAY BE OBTAINED BY SENDING A STAMPED ADDRESSED ENVELOPE (Telephone requests will not be accepted) TO THE PRINCIPAL TO WHOM ALL COMPLETED APPLICATION FORMS SHOULD BE RETURNED WITHIN TWO WEEKS OF THE APPEARANCE OF THIS ADVERTISEMENT.
PLEASE ENSURE THAT YOUR REQUEST STATES CLEARLY THE POST FOR WHICH YOU ARE SEEKING DETAILS (18053)
Cornwall

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Lancashire County Council

An Equal Opportunities Employer.

LANCASTER & MORECAMBE COLLEGE OF FURTHER EDUCATION MORECAMBE ROAD, LANCASTER.

4 POSTS — ALL LECTURER GRADE 1 — £5,910 - £10,512 p.a.

(1) ACCOUNTANCY
(2) SECRETARIAL STUDIES
(3) SOCIAL SCIENCE
(4) FABRICATION WELDING, PANEL BEATING.

Required 1st September 1985.
Forms/further details from/to The Principal at the College. SAE please.

PRESTON W. R. TUSON COLLEGE ST. VINCENT'S ROAD, FULWOOD

LECTURER GRADE 1 — DIVISION OF BUSINESS STUDIES. OFFICE PRACTICE AND SECRETARIAL SKILLS.

Required 1st September 1985 or as soon as possible thereafter.
Forms/further details from/to The Chief Administrative Officer at the College. SAE please.

BURNLEY COLLEGE OF ARTS AND TECHNOLOGY, SHOREY BANK, OFF ORMEROD ROAD, BURNLEY

2 POSTS

(1) LECTURER GRADE 1 — £5,910 - £10,512 p.a.
LECTURER I IN ENGLISH FROM TRAINED GRADUATES IN ENGLISH WITH 'O' AND 'A' LEVEL TEACHING EXPERIENCE.

Required September 1985.

(2) ASSOCIATE LECTURER. £3,648 - £6,307 p.a. (PROPORTION OF LECTURER GRADE I SALARY)
ASSOCIATE LECTURER IN COMPUTING TO TEACH CLASSES RANGING FROM BTEC COURSES TO 'A' LEVEL.

Required as soon as possible.

Forms/further details for THE TWO ABOVE POSTS from/to The Principal at the College. SAE please.

The closing date for ALL THE ABOVE POSTS is 13th June 1985.

(18116)

WALTHAM FOREST COLLEGE
Department of Health Education

Lecturer I
HEALTH EDUCATION

Applications are invited for the above post commencing in September 1985. Applicants should be RGN and/or have a degree in Biological Sciences/Behavioural Sciences preferably with a teaching qualification. The successful candidate will be required to teach 'O' level Human Biology and Health related subjects to a variety of caring courses. He/she will act as tutor to pre-nursing students.

Salary £6,588 to £11,190 according to age and experience.

Application forms from the College Personnel Services Officer, Waltham Forest College, Forest Road, Walthamstow, London, E17 4JB.
Telephone: 01-527 2311, Ext. 259.

Closing date:- 14th June 1985.

(18048)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

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exeter college
Hele Road
Exeter EX4 4JS

Applications are invited for the following post:

LECTURER GRADE I
COMPUTING SYSTEMS

Essential qualities needed are;

- graduate or equivalent qualifications
- industrial/commercial experience desirable
- teaching experience

Application forms and further particulars (SAE) obtainable from the Principal at the above address.

(18107)

COLLEGES OF FURTHER EDUCATION
continued

HEREFORD AND WORCESTER COUNTY COUNCIL

NORTH WORCESTERSHIRE COLLEGE
Bromsgrove

Applications are invited for the following ONE-YEAR TEMPORARY APPOINTMENTS FROM 1 September 1985:

(A) DEPARTMENT OF HUMANITIES: Lecturer I in SOCIOLOGY

Candidates should be well qualified with successful experience in teaching 'A'/'O' Level Sociology.

(B) DEPARTMENT OF BUSINESS AND MANAGEMENT STUDIES:

Lecturer I to teach WORD PROCESSING AND OFFICE PRACTICE.

To teach Word Processing on post 'A' level and post 'O' level secretarial courses, in an office practice, teaching for diploma and Certificate Examinations of the Association of Medical Secretaries.

Salary Scale: £5,910 - £10,512 - starting point dependent upon qualifications and experience.

Further particulars and application form may be obtained from The Principal, North Worcestershire College, School Drive, Stratford Road, Bromsgrove B60 1BR.

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF SCIENCE AND MATHEMATICS

LECTURER GRADE I - STATISTICS AND COMPUTING

Applications are invited for the above post which will involve teaching Statistics, Computing and Mathematics to a wide range of courses, from GCE 'O' and 'A' level to TEC and BEC courses.

TEMPORARY LECTURER GRADE I - BIOLOGY

Applicants should be able to teach a wide variety of courses ranging from GCE 'O' level to Higher National qualifications.

Applicants must possess a degree or a professional equivalent qualification, preferably with experience, industrial and/or teaching experience.

DEPARTMENT OF ENGINEERING

LECTURER GRADE I IN ELECTRICAL AND ELECTRONIC ENGINEERING

To teach Electrical Engineering and Electronics to Craft and Technician courses.

Applicants should be suitably qualified, have appropriate industrial experience and, preferably, be teacher trained.

Salary: Lecturer Grade I £5,910 - £10,512.

(Position on scale dependent on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped addressed envelope, foolscap size. (Please quote reference SMITES).
(10578) 220026

HOUNSLOW
LONDON BOROUGH OF HOUNSLOW
HOUNSLOW BOROUGH COLLEGE

Lecturer I in Engineering to teach craft and technician students up to C&G 365 Part III and BTEC level III. Ability to offer C&G experience an advantage.

Lecturer in Travel & Tourism/marketing to teach modules to BTEC National course. Ability to teach associated subjects, including Transport/passenger transport would be an advantage. It is essential that applicants should have good recent experience of the travel and tourism industry.

Salary £5,910 - £10,512 plus LW £367.

Further particulars & application form from the Principal, Hounslow Borough College, London Road, Isleworth TW7 4HS upon receipt of large SAE. Closing date 14 days from advertisement.
(10392) 220026

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM COLLEGE
Marlowes, Hemel Hempstead, Herts, HP1 1HD
Tel: Hemel Hempstead 63771

Required for September 1985:
SENIOR LECTURER, responsible for Pre-vocational education (CPVE).

A background in any care or vocational study would be considered, but technology or numeracy preferred.

Salary: Senior Lecturer scale below the bars in £364 Outer London Fringe Area.

Application forms and details of the post can be obtained from the Principal's Secretary at the above address. Completed forms are to be returned by June 14th (SAE please). (11573) 220026

HERTFORDSHIRE
STEVENAGE COLLEGE
Monkswood Way, Stevenage, Herts SG1 1LA
DEPARTMENT OF BUSINESS STUDIES AND INFORMATION SYSTEMS
LECTURER II IN ACCOUNTING AND ASSOCIATED SUBJECTS

Applications are invited for the above post from suitably qualified and experienced persons able to teach accounting at various levels and associated subjects.

Salary from within the range £7,548 - £13,098 (under review).

Application forms and further particulars are available from the Principal, to whom they should be returned within 14 days of the appearance of this advertisement.
(10131) 220026

HUMBERSIDE
COUNTY COUNCIL
GRIMSBY COLLEGE OF TECHNOLOGY

LECTURER II IN HEALTH STUDIES/N.N.E.B. COURSE TUTOR

Salary scale: £7,548 - £13,098 p.a.

Required for September, 1985, or as soon afterwards as possible. Lecturer II to teach health subjects and to act as Course Tutor on the N.N.E.B. Course.

Applicants must be S.R.N./R.G.N. and hold the Health Visitor's Certificate. Experience of teaching on the N.N.E.B. Course is essential.

Closing date, 17th June 1985.

Application forms available on receipt of a stamped addressed envelope, from the Personnel Section, Grimsby College of Technology, Nuns Corner, Grimsby, South Humberside DN34 5BQ.
(04132) 220026

HUMBERSIDE
COUNTY COUNCIL
THE EAST YORKSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER II SPECIAL NEEDS (£7,548 - £12,099)

(under review)

Required for 1st September 1985 or as soon as possible thereafter.

Applications are invited from suitably qualified, experienced and committed persons for this new permanent post.

The successful applicant will be required to:

Integrate and develop the existing provision in the college, co-ordinate the work of other College full-time and part-time staff and liaise with external bodies in this field.

Closing date for applications: 14th June 1985.

Further details and application forms from: The Principal, The East Yorkshire College of Further Education, West Street, Bridlington YO15 3EA. Tel: (0262) 72676.
(04482) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA

DEPARTMENT OF BUSINESS STUDIES

LECTURER I IN SECRETARIAL SKILLS

To teach a wide range of secretarial skills. Applicants should have sound commercial experience and knowledge of modern office technology.

LECTURER I IN BUSINESS STUDIES

To teach business subjects on a range of business studies and secretarial courses. Recent commercial/industrial experience and a knowledge of business computing would be an advantage.

Application forms and further details may be obtained from the Principal at the above address, to whom they should be returned within 14 days of the appearance of this advertisement. (041281) 220026

LIVERPOOL
EDUCATION COMMITTEE

LECTURER GRADE I IN MUSIC

MABEL FLETCHER TECHNICAL COLLEGE
Sandown Road, Liverpool L15 4JB

The Department of Music & Drama in Mabel Fletcher Technical College seeks a person with wide-ranging musical taste and experience who can accept responsibility for teaching general aspects of music teaching but be involved in particular with areas of Light Music. A Preparatory course and Diploma in Light Music is offered by the Department which involves nearly 100 full-time students. A person who has experience in one or more of the following: Electric Bass playing, Arranging, Big Band/Orchestra direction, Jazz Piano, Electronic Music, Music and Theatre.

Further details and application form available (SAE) from, and returnable to, the Principal of the College within 14 days of the appearance of this advertisement.

The City Council is an Equal Opportunity Employer and welcomes applications irrespective of race, sex, marital status or disability. (10487) 220026

KIRKLEES
METROPOLITAN COUNCIL
HUDDERSFIELD TECHNICAL COLLEGE
New North Road, Huddersfield
DEPARTMENT OF SCIENCE & HUMANITIES

Required to commence in September, 1985 a LECTURER GRADE I to teach ENGLISH LANGUAGE & LITERATURE to GCSE level; preference will be given to candidates able to offer, in addition, Drama to 'A' level.

Salary Burnham Scale: Lecturer I: £5,910 - £10,512 (under review). Incremental arrangements for this scale may be given for approved qualifications and training or industrial experience.

Application forms & further particulars from the Principal to whom applications should be returned within 14 days of this advertisement. Please quote Ref: HTC 487.
(11974) 220026

KNOWSLEY
METROPOLITAN BOROUGH OF KNOWSLEY

KNOWSLEY CENTRAL TERTIARY COLLEGE

LECTURER I IN PHYSICS

A well qualified, experienced Physicist required, capable of teaching 'A' Level, BTEC and C&G. Has a lively innovatory Science team.

Industrial experience would be an advantage.

Salary Scale: L1 £5,910 - £10,512.

Please send an s.a.e. for application form and further particulars to: The Borough Education Officer, Education Office, Broad Oak Road, Huyton, Merseyside L36 5YH.

Closing date: 14th June 1985. (10044) 220026

MANCHESTER
CITY COUNCIL
LECTURER I FOOD & BUSINESS

Salary: £5,910 to £10,512
NORTH MANCHESTER COLLEGE
MORTON CENTRE
Required for September 1985 a lecturer Grade I to teach the practical and theoretical aspects of food and beverage service to students following a wide course of both full time and part time courses in a rapidly developing Hotel and Catering Studies section.

Ideally should have a strong skill background and be keenly interested in the teaching of all styles and aspects of food and beverage service. A willingness to accept responsibility for the organisation and day to day running of the Training Restaurant and Reception Area and to respond effectively to the demands of a well established area of work is essential. Should be professionally qualified and have a recent industrial experience.

Initial attention for more further details from:- The General Office, North Manchester College, Crescent Road, Crumpsall, Manchester M8 6HF. Tel: 061-740 1491, Ext. 287.

Closing date 14 June 1985.
An Equal Opportunity Employer. (10189) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE II IN HOTEL AND CATERING SUBJECTS

(Temporary One-Year Post)

Applications are invited for this temporary post which will be tenable for twelve months from 1st September, 1985.

The successful candidate will be required to teach hotel and catering subjects to full-time students studying on the BTEC Diploma and City and Guilds courses.

Applicants should be suitably qualified; a teaching certificate would be an advantage.

Salary scale: Burnham Lecturer I:- £5,910 to £10,512 per annum plus £1,038 per annum London Allowance.

Application form and further particulars may be obtained from the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10139) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE I IN ACCOUNTANCY

The College seeks the early appointment of a Lecturer Grade I in Accountancy.

Candidates should be able to offer instruction in Bookkeeping, Business Calculations, Accounting, Cost Accounting and Budgeting on a range of courses including BTEC, Commercial and Staff II, AAT First and Final; and Banking courses.

Salary: Burnham Scale Lecturer I:- £5,910 to £10,512 per annum plus £1,038 per annum London Allowance.

Application form and further particulars of the post available from the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10401) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE I IN PROFESSIONAL COOKERY

Applications are invited for the above post to commence from 1st September, 1985.

The successful candidate will be required to teach full and part-time students studying on BTEC and City and Guilds courses. First class Hotel experience is essential and teaching experience would be an advantage.

Salary: Burnham Scale, Lecturer I:- £5,910 - £10,512 per annum plus £1,038 per annum London Allowance.

Application form and further particulars of the post available from the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10138) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE I IN ENGLISH AND COMMUNICATION SKILLS

Applications are invited for the above post, to commence in September 1985, in the Department of General Education and Science.

The successful applicant should be able to teach Communication Skills to GCSE, English, an interest in Drama would be advantageous.

Salary: Burnham Scale Lecturer I:- £5,910 - £10,512 per annum plus £1,038 per annum London Allowance.

Application form and further particulars of the post available from the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10139) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE I IN ELECTRICAL ENGINEERING

The School of Technology and Information Systems is seeking to appoint a person to teach electrical engineering subjects to students taking BTEC Certificate and Higher Certificate courses. An ability to offer Engineering Science would be an advantage.

The appointment will be at Lecturer Grade I Level, Salary Burnham Scale £5,910 to £10,512 per annum plus £1,038 per annum London Allowance.

Persons with appropriate qualifications and experience are invited to apply to the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, for further particulars and an application form. Completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10405) 220026

MID CORNWALL
MID CORNWALL COLLEGE OF FURTHER EDUCATION
Palace Road, St. Austell, Cornwall PL25 4RW

Required for September 1st, 1985:
DEPARTMENT OF SCIENCE AND GENERAL STUDIES
LECTURER II IN CARING

Applicants should have suitable qualifications and experience.

Salary Scale, LECTURER I £5,910 - £10,512 (under review).

Application forms and further particulars obtainable from the Principal, on receipt of a stamped addressed envelope. Completed application forms should be returned to the Principal by 14th June 1985.
(12265) 220026

OXFORDSHIRE
COUNTY COUNCIL
OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road, Oxford OX1 1SA

Applications are invited for the post of:
LECTURER II: SPECIAL NEEDS (TEMPORARY)

Within the College's Extended Education Unit to integrate a group of profoundly handicapped students into the life and communality life. The post is temporary for one year from 1 September 1985 - 31 August 1986.

Salary: £5,910 - £10,512 (pay award pending).

Application forms and further particulars may be obtained from the Principal (written requests for details only, please, stating post number shown) to be returned by 17 June 1985.

Salary: Burnham Scale - Lecturer II:- £5,910 - £10,512 per annum plus £1,038 per annum London Allowance.

Application form and further particulars of the post available from the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, to whom completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10402) 220026

MERTON
LONDON BOROUGH OF MERTON
MERTON COLLEGE
LECTURER GRADE I IN ELECTRICAL ENGINEERING

The School of Technology and Information Systems is seeking to appoint a person to teach electrical engineering subjects to students taking BTEC Certificate and Higher Certificate courses. An ability to offer Engineering Science would be an advantage.

The appointment will be at Lecturer Grade I Level, Salary Burnham Scale £5,910 to £10,512 per annum plus £1,038 per annum London Allowance.

Persons with appropriate qualifications and experience are invited to apply to the Acting Principal, Merton College, Morden Park, London Road, Morden, Surrey, for further particulars and an application form. Completed applications should be returned within two weeks of the date of this advertisement.

R. Davies, B.A., Director of Education and Clerk to the Governors. (10405) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

ARNOLD AND CARLTON COLLEGE OF FURTHER EDUCATION

LECTURER

Grade I £5,910 - £10,512

(pay award pending)

ART AND PHOTOGRAPHY

Required from 1st September 1985 or as soon as possible thereafter. Applications are invited from experienced and qualified candidates to teach the basic skills of Art and Photography to mature trainees. Preference will be given to those with experience of working with young people in the 16 - 19 age group. Teaching experience will be advantageous.

Entry point on the salary scale will be according to qualifications and experience.

Application forms and further particulars are available from the Principal, Arnold and Carlton College of Further Education, Digby Avenue, Mapperley, Nottingham NG3 6DR. Tel: (0602) 876303, to whom completed applications should be returned by 1st June, 1985. (12255) 220026

NEWHAM
LONDON BOROUGH OF NEWHAM
WEST HAM COLLEGE
Arthur Road, Off Wallis Avenue, Plaistow, London E13 9AE

Required for September 1985:
LECTURER II IN BASIC EDUCATION

Required from 1st September, 1985. This is a joint post with East Ham College of Technology and is for one year in the first instance. The person appointed will be based at Carpenters Road Adult Education Centre and work in an outreach capacity in the London Newham, particularly with the unemployed.

Teaching and/or administrative experience in Adult/Community education essential.

Salary £7,548 - £13,099 London Allowance £1,038.

For further particulars and application form please send s.a.e. to the Acting Principal, West Ham College, Welfare Road, Stratford, London E15 4HT. Tel: 01-555 1425.

An Equal Opportunity Employer. (10178) 220026

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
TRAINING COLLEGE OF FURTHER EDUCATION
Llandrindod Wells, Powys LD1 5RX

Required for September, 1985 a Lecturer Grade I in COMPUTER STUDIES. (Ref: 891).

Application forms and further details can be obtained from the Principal of the college to whom completed forms should be returned within 14 days of the appearance of this advertisement. (04456) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunities employer)

RICHMOND UPON THAMES COLLEGE

Applications are invited for the following appointment in London's premier tertiary college. This post is available from 1st September 1985.

LECTURER I (HALF-TIME) ESTABLISHED - IN MATHEMATICS

Salary Scale (L1) 50% of £5,910 - £10,512 plus 50% of £678 Outer Weighting Allowance per annum.

Further particulars and application forms, returnable within two weeks of the date of this advertisement may be obtained from the Administrative Assistant, Personnel Section, Richmond upon Thames College, Egerton Road, Twickenham TW2 7SJ.

(Foolscap self addressed envelope only). (04460) 220026

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ilea colleges
INNER LONDON EDUCATION AUTHORITY

Applications are invited for the following posts. Salary scales in accordance with the Burnham (FE) award: LECTURER GRADE I (and part-time pro rata). On an incremental scale within the range of £5,910-£10,512 starting point depending on qualifications, training and experience. LECTURER GRADE II £7,548-£12,099. Subject to formal approval. For all posts, unless otherwise stated, there is an Inner London Allowance of £1,038. All posts which are graded Lecturer to Principal Lecturer are considered suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. A register of potential Job Sharers is maintained by Ms. H. Brockman, ED/FHE/EO, OPP9, Room 265F, The County Hall, London SE1 7PB. ILEA is an equal opportunities employer.

CITY OF EAST LONDON COLLEGE
Bunhill Row EC1Y 8LQ
Department of Creative Arts
LECTURER I for HAIRDRESSING SUBJECTS (Post 8416)
Applications are invited from those able to teach general hairdressing subjects for the CGLI 760 course and, if possible, beauty subjects on this and other courses. Applicants should possess the CGLI 760 Certificate (or the Advanced) and either the 761 or 762 Certificate.

Department of General Education & Science
LECTURER I for ENGLISH AS A SECOND LANGUAGE/COMMUNICATION (Post 8418)
Applications are invited from suitably qualified and experienced persons able to offer English Language support on the Spring/Speed Less course and ESL/Communication teaching on other courses for school leavers and adults. Experience of teaching in a multi-ethnic environment is very desirable.

Further details for both the above posts may be obtained from the Secretary to the Vice Principal (Staffing) telephone 01-638 0800 to whom completed application forms should be returned by 21st June 1985.

HAMMERSMITH AND WEST LONDON COLLEGE
Gliddon Road, Barons Court, W14 9BL
LECTURER I
CAREERS EDUCATION
To provide careers education for a wide range of students on GCE, pre-vocational and YTS Courses and teach Social and Life Skills. (Post No. 224)
BUSINESS STUDIES
To teach accounting, quantitative methods and statistics to students on BTEC General and National Courses. (Post No. 235)
PLUMBING
To teach practice and theory up to CGLI 686 Advanced Craft Certificate. (Post No. 253)
CARPENTRY & JOINERY
To teach practice and theory up to CGLI 686 Advanced Craft Certificate. (Post No. 302)
TYPEWRITING & OFFICE PRACTICE
To teach a range of basic office skills to basic vocational courses (Post No. 303)
For all posts preference given to experienced teachers who are well-qualified and who possess commercial or industrial experience. Experience of teaching in a multi-racial environment would be an asset.

These posts are suitable for job share. Applications for job share appointments will only be considered if submitted on a paired basis. Salaries are on incremental scales, plus £1,038 Inner London Allowance with the starting point depending on qualifications, training and experience.

Application form and further details are available from the Principal (Appointments) (written requests for details only, please, stating post number shown) to be returned by 17 June 1985.

SOUTH THAMES COLLEGE
Wandsworth High Street, SW18 2PP
Department of Business and Computer Studies (Post Ref: DBCS02-85)
LECTURER II in ACCOUNTANCY
Required for September 1985, a Lecturer II in Accounting to full time and part time Accounting Technician courses and Auditing to the C.I.P.F.A. Diploma in Public Sector Auditing and Accounting.

Applicants must be suitably qualified Accountants and teaching experience is desirable. This is a suitable post for a qualified Accountant considering embarking on a teaching career in Further and Higher Education.

Salary scale: On an incremental scale within the range of £7,548-£12,099; starting point depending on qualifications, training and experience. (Plus £1,038 Inner London Allowance).

Application forms and further details obtainable from the Principal's Secretary, returnable within 14 days of appearance of advertisement. Please quote ref. number and enclose S.A.E.

TOTTENHAM COLLEGE OF TECHNOLOGY

High Road, London N15 4RU
Telephone: 01 802 3111
Principal: J. R. Parry Williams, MSc. PhD. CBIOL. FRES

DEPARTMENT OF BUILDING

Applications are invited for the following full-time posts which are available from 1st September 1985 or as soon as possible thereafter:

1. Lecturer Grade II in Brickwork

A suitably qualified person is required to teach theory and associated subjects and practical activities to CGLI 658 Craft and Advanced Craft Certificate level. The successful candidate will in addition be responsible for the CITB/YTS scheme for Brickwork.

2. Lecturer Grade II in Technician Studies

To be responsible for BTEC National Award Programmes in Construction at Certificate and Diploma level.

Applicants should be qualified experienced lecturers and will be required to offer a broad range of subject skills.

The ability to teach with interest and enthusiasm and to share student counselling and vocational support work is essential.

Salary: LECTURER GRADE II: £8,586 - £13,137 per annum inclusive of London Weighting.

100% of approved removal expenses may be paid to the successful candidate.

Application forms and further details from the Vice Principal (JHS), stamped addressed envelope please, returnable within 14 days of the advertisement.
(18073)

Haringey
Progress with humanity

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

SURREY EDUCATION COMMITTEE
GUILDFORD COLLEGE OF TECHNOLOGY
Stoke Park, Guildford, Surrey GU1 1EZ.
BUSINESS STUDIES DEPARTMENT

Temporary Full-time Lecturers I in Computer Studies

2 posts (1 year appointments from 1/9/85 – 31/8/86) to teach mainly Computer Programming in various languages, Data Processing in general elements of Systems Analysis and Computer Applications, to students on City and Guilds, GCE, BTEC and other courses. (Post ref BS/COMP.1.) (Re-advertised post).

HOTEL AND CATERING DEPARTMENT

Temporary Full-time Lecturer I in Hairdressing

(1 year appointment from 1/9/85 – 31/8/86). The successful candidate is expected to have strong industrial experience in hairdressing and preferably between 25-30 years of age. Candidates should be able to demonstrate a combination of creative flair and technical know-how and the ability and enthusiasm to impart this to students on full-time, day release and YTS courses. Knowledge of wig-making, make-up and manicure would be useful. A teaching qualification would be advantageous. (Post ref HC/HD1T).

Salary: Lecturer I Scale £5,910 – £10,512 + £284 fringe area allowance. (Salaries under review from 1st April 1985).

Application forms and further details from Principal (sae requested – please quote post ref).

Closing date – Monday 17th June 1985.

(18198)

FIFE REGIONAL COUNCIL
EDUCATION COMMITTEE
GLENROTHES & BUCKHAVEN TECHNICAL COLLEGE
DEPUTE PRINCIPAL

Applications are invited for this senior post. The College offers a wide range of full-time and part-time courses in engineering, catering, business studies, information technology and general education as well as an extensive programme of post-experience short courses and seminars. The college is involved in a number of MSC-sponsored activities including YTS and TVEI as well as a major in-service Tech project to establish a practical training facility.

The college is Group 6 in terms of the Scottish *Teachers' Salaries Memorandum and the present salary is £18,246 (under review).*

Rented housing in the New Town may be available. Further information can be obtained from the Principal and completed forms should be returned to the Director of Education, Fife Regional Council, Fife House, North Street, Glenrothes by Friday 7th June, 1985.

1. LECTURER B — SPECIAL LEARNING NEEDS

The successful candidate will be expected to develop programmes for students with special needs arising from mental and physical handicaps. Experience of remedial or special education is desirable and candidates should be able to point to a strong interest in the teaching of basic educational skills. A degree or equivalent required.

2. LECTURER B — CATERING STUDIES

The successful candidate will be required to teach professional cookery subjects and to assist with the teaching of food service and housekeeping or cleaning science. Candidates should have appropriate qualifications and relevant industrial experience.

3. LECTURER B — MATHEMATICS

The successful candidate will be expected to teach a range of mathematical subjects on an interdepartmental basis including Statistics, Business Numeracy, Computing and SCE Arithmetic and Mathematics. Applicants should have a degree or equivalent. Experience in industry or vocational training an advantage.

4. LECTURER B — INDUSTRIAL SEWING AND FABRIC CRAFTS

The successful candidate will be required to teach industrial sewing skills and fabric crafts to a wide range of students in the College Institute of Industrial Orientation. An appropriate qualification as well as relevant industrial experience is required. Interest in knitting design and practice would be an added advantage.

SALARY SCALE: LECTURER B £7,989-£10,881 with placing for approved industrial and teaching experience.

Teaching experience is desirable but not essential as in-service training will be made available. Rented housing may be available in the new town in required.

Further information from the Principal, Glenrothes & Buckhaven Technical College, Stenton Road, Glenrothes. Tel: Glenrothes 772233. Application forms may be obtained from the Director of Education, Rothesay House, Glenrothes and should be returned not later than Friday 14th June, 1985.

(19295)

METROPOLITAN BOROUGH OF KNOWSLEY
Knowsley Central Tertiary College

Lecturer II in Computer Studies
Readvertisement

Required to teach Computer Studies on BTEC National Diploma and 'O'/'A' level courses. The College is committed to an expansion in Computing and the post offers a satisfying and interesting position with scope for initiative in the development of new courses.

Applicants ideally would have a qualification in Computing, have had commercial computing and previous teaching experience.

Salary Scale: £7,548 – £12,099

Please send an s.a.e. for application form and further particulars to: The Borough Education Officer, Education Offices, Huyton Hey Road, HUYTON, Merseyside, L36 5YH.

Closing date: 14 June 1985.

Previous applicants need not reapply.

(18181)

Royal County of Berkshire
NEWBURY COLLEGE
Oxford Road
Newbury, Berks., RG13 1PQ
Required for September 1985, two LIIs in

COMPUTING

required to teach all aspects of Computing to 'A' level, BTEC Computer Studies and BTEC National and Business Studies. Applicants should have industrial and commercial experience. For one of the posts preference will be given to candidates able to offer another Business Studies subject such as Accounts, Banking, etc.

LII to teach BTEC National modules The Organisation in its Environment, Government and Business or Accounting, and to co-ordinate the National level courses (full-time and day release). A degree in Economics, Business Studies or a similar discipline is essential, teacher training desirable.

LI in MECHANICAL and PRODUCTION ENGINEERING. Degree desirable, good industrial experience essential.

Salary range: L1 – £5,649 – £10,512
L2 – £7,548 – £12,099

Further details and application form from the Principal's Secretary (Newbury 42824 Extn. 21). Closing date: 14th June, 1985.

An equal opportunity employer.

(18196)

EDUCATION
continued

NOTTINGHAMSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

WEST NOTTINGHAMSHIRE COLLEGE OF FURTHER EDUCATION

LECTURER

Grade 1 £5,910 - £10,512 (pay award pending)

CONSTRUCTION (CARPENTRY AND JOINERY)

Required for 1st September 1985 or as soon as possible thereafter. Applicants should be trained and qualified in Carpentry and Joinery to Advanced Craft level and also possess HNC in Building or equivalent. Industrial experience, preferably at supervisory level is essential and teaching qualifications and experience would be advantageous.

The successful applicant will be expected to teach theory and practice of Carpentry and Joinery to Advanced Craft level and to contribute to the National Certificate and Diploma programmes.

Entry point on the salary scale will be according to qualifications and experience.

Application forms and further particulars are available from and returnable to the Principal, West Nottinghamshire College of Further Education, Derby Road, Mansfield, Notts. NG18 5BP. Closing date 19th June, 1985. (33435) 220026

NORFOLK

NORFOLK COLLEGE OF ARTS AND TECHNOLOGY

Required for 1st September 1985.

LECTURER GRADE I FOR THE PRE-SERVICE COURSE

Required to make a major contribution to the development of a Pre-Service course. Candidates should have relevant experience at an appropriate level in one or more of the following vocations, and be prepared to make a major part in implementing an adventure and leadership programme.

Salary scale: £5,910 - £10,512 p.a. (Current Burnham Scale - under review).

Application forms and details of the tests available from Chief Administrative Officer, The College, Tennyson Avenue, King's Lynn, Norfolk. On receipt of request with (10515) 220026

NORFOLK

GREAT YARMOUTH COLLEGE OF FURTHER EDUCATION

Applications are invited for the following appointments available from 1st September 1985:-

Lecturer Grade II: to teach practical cookery and cookery theory to both first and second year craft students.

Lecturer Grade II: to teach Food Science, Hygiene and Nutrition to catering craft students and RIPHH students. An ability to offer a further scientific subject would be advantageous.

Further particulars and an application form will be sent to those candidates who write enclosing a stamped addressed envelope, to the Principal, Great Yarmouth College of Further Education, South Town, Great Yarmouth NR31 0ED.

Completed application forms should arrive at the College on or before the 17th June, 1985. (10618) 220026

POWYS

COUNTY COUNCIL
EDUCATION DEPARTMENT
MONTGOMERY COLLEGE OF FURTHER EDUCATION
Newtown
DEPARTMENT OF INDUSTRIAL TECHNOLOGY
Required for 1st September 1985 a LECTURER GRADE II to teach ELECTRICAL/ELECTRONIC ENGINEERING and related subjects.

Applicants should be suitably qualified by virtue of education and industrial experience in these fields and would have had an appropriate background in the world of further education. Courses taught would range over craft and technician, both full and part-time.

The person appointed would join a small electrical section of 5 full-time staff within the Department of Industrial Technology. (Ref: 980).

Application forms and further particulars are obtainable from The Principal, Montgomery College of Further Education, Ladies Road, Newtown, Powys, to whom completed forms should be returned within two weeks of the appearance of this advertisement. (04435) 220026

NORTHAMPTONSHIRE
NORTHAMPTON COLLEGE OF FURTHER EDUCATION

Applications are invited for the following appointments available from 1st September 1985.

LECTURER I IN INFORMATION PROCESSING AND COMPUTING

Applicants must be able to teach the Information Processing Modules for BTEC National level and preferably 'O' level Computer Studies.

LECTURER I IN FOREIGN LANGUAGES

Applicants should preferably be able to offer Spanish and French.

LECTURER I IN BUSINESS STUDIES (3 POSTS)

One post will be permanent and the other two temporary for one year. Applicants should be flexible in their teaching but specialist work will be required in these areas:

1. Accounts to BTEC National level.

2. Distribution and/or travel and Tourism.

3. Law and/or Communications.

A willingness to contribute to BTEC courses, CPVE, and Y.T.S. on the job training will be looked for.

Further details and application forms can be obtained from the Principal's Secretary, Northampton College of Further Education, Booth Lane South, Northampton NN3 3RF. Tel: Northampton 4035329). returnable not later than 14th June 1985. (33434) 220026

NOTTINGHAMSHIRE
COUNTY COUNCIL

AN EQUAL OPPORTUNITIES EMPLOYER

LECTURER

Grade 1 £5,910 - £10,512

(pay award pending)

HEARING IMPAIRED

A full-time qualified teacher of the deaf is required from 1st September 1985, or as soon as possible thereafter to become one of a team of three working with the support teaching for hearing impaired students at centres of Further and Higher Education in Nottinghamshire. The successful candidate who will be required to undertake a considerable amount of travelling within the county will be based at Basford Hall College of Further Education and will be required to liaise with medical staff, employers, secondary schools, as well as with College staff, students and their parents. Satisfactory work is in total communication would be helpful.

Entry point on the salary scale according to qualifications and experience.

Application forms and further particulars for this post are obtainable from the Director of Education, (Ref: F12), County Hall, West Bridgford, Nottingham NG2 7QP. Tel: (0602) 823925, Ext. 2868. Closing date 17th June, 1985.

BASFORD HALL COLLEGE OF FURTHER EDUCATION

LECTURER

Grade 1 £5,910 - £10,512 (pay Award pending)

INFORMATION PROCESSING

Required for 1st September or as soon as possible thereafter in the Department of Business Studies. Application will be required to teach Information Processing to GCE, C.S.E., Certificate/Diploma level courses and should be qualified to offer one or more of the following modules: Organisation in its Environment, Marketing, Business Law.

While it is hoped that the successful candidate will be teacher trained and have a comprehension of the BTEC philosophy, applications from those who are employed in the commercial sphere will receive serious consideration.

Entry point on the salary according to qualifications and experience.

Application forms and further particulars are obtainable from the Principal of the College, Basford Hall College, Nottingham NG6 0NB. Tel: (0602) 784641, to whom completed forms should be returned by 14th June 1985. (10625) 220026

STATES OF JERSEY
EDUCATION COMMITTEE

HIGHLANDS COLLEGE OF FURTHER EDUCATION

Applications are invited for Senior Lecturers in Accountancy and Banking and Finance. Date of possible September 1985. Salary £11,655 - £13,326 p.a.

Application forms and further information from Director of Education, P.O. Box 142, Highlands, St Saviour, Jersey, Channel Isles (0534) 71060. Ext. 2001 or 261. Closing date for returns 11th June 1985. (04709) 220026

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
MONKWEARMOUTH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES & LANGUAGES
Applications are invited for the following posts to start in September 1985.
1. LECTURER I IN LAW
Applicants must be capable of teaching Law to 'A' level and BTEC National students. They must have graduate qualifications in Law, preferably be teacher trained and have industrial or commercial experience. An ability to offer other BTEC National modules will be an advantage.
2. LECTURER I in BUSINESS STUDIES
Applicants must be capable of offering subjects to at least two of the following areas: Business Organisation in its Environment, Elements of Banking, The Industrial Relations, Management Principles.
Salary £5,910 - £10,512 p.a.
Application forms and further details available upon receipt of stamped, addressed envelope, from the Principal, Monkwearmouth College of Further Education, Swan Street, Sunderland SR5 1EH.
Closing date for applications: two weeks/airtime the appearance of this advertisement. (10451) 220026

WARWICKSHIRE

EAST WARWICKSHIRE COLLEGE OF FURTHER EDUCATION
Lower Hillmorton Road, Rugby

A person is required from 1st September 1985 to teach Mathematics to a range of courses that are offered by the College.

Application form and further details of the appointment can be obtained from the Principal at the College. (S.a.e. please). Closing date for returns 7th June 1985. (12560)220026

WILTSHIRE
EDUCATION COMMITTEE

TROWBRIDGE TECHNICAL COLLEGE

Required for 1st September, 1985:

DEPARTMENT OF BUSINESS STUDIES

LECTURER GRADE I IN COMPUTER STUDIES

To teach computing on an expanding range of courses, including BTEC National in Computer Studies, GCE 'O' and 'A' Level and short courses for local industry. You will join a lively team of staff participate in the challenging educational developments in this field.

DEPARTMENT OF COMMUNITY STUDIES

LECTURER GRADE II IN BEAUTY THERAPY

Professional qualifications and industrial experience desirable.

Teaching experience and/or qualifications desirable.

Further details and application forms obtainable from The Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. (Tel: Trowbridge 62421). (10588) 220026

WILTSHIRE

THE COLLEGE
Swindon

DEPARTMENT OF CONSTRUCTIONAL STUDIES

LI in Construction Technician Studies

Applicants should possess appropriate qualifications and have relevant experience. The successful applicant will be expected to teach Constructional Science, Mathematics and some Computer Applications on the BTEC Building Studies Programme. The appointee will be the tutor for the Diploma course.

DEPARTMENT OF BUSINESS STUDIES

LI in Secretarial and Office Skills

Required to teach Secretarial and Office Skills (Typing, Audio Typing, Shorthand - preferably Teeline, Secretarial Duties/Office Procedures, Word Processing).

Applicants should have appropriate qualifications and have relevant experience.

DEPARTMENT OF HOTEL, CATERING AND RECEPTION STUDIES

LI in Professional Cookery and Hotel Reception

The successful candidate will be expected to teach Professional Food Preparation/Production (theory/practice) to full and part-time students.

Appropriate industrial experience and qualifications will be required.

All staff required from 1 September 1985.

Further details and application forms can be obtained, on receipt of sae, from Mr. Brain, Principal, The College, Regent Circus, Swindon to be returned within 14 days of the date of advertisement. (11596) 220026

University Appointments

DURHAM
NORTH OF ENGLAND INSTITUTE FOR CHRISTIAN EDUCATION
Durham City
COMPUTERS IN CHRISTIAN EDUCATION
The Institute is seeking to employ PART TIME FELLOW OR CONSULTANT to develop educational software in the area of Christian education/religious education.
The successful candidate will work under the Director of the Institute, writing programs for the BBC Model B microcomputer. He or she will need both imagination and industry, and should possess some of the following skills: educational insight; programming ability; theological competence; experience in Christian education and/or religious education.
Further particulars are available from: The Director, North of England Institute for Christian Education, University of Durham, School of Education, Leazes Road, Durham DH1 1TA. Tel: Durham 41034. (10597) 220000

NOTTINGHAM
UNIVERSITY OF NOTTINGHAM

Tutor in English as a Foreign Language (part-time)

The University seeks to make a temporary part-time appointment (approximately two days per week) from September 1985, of a tutor to provide English language tuition and assistance to overseas students. Applicants should be graduates with a recognised TEFL qualification and experience of EAP.

Further information available from the Department of Linguistics by letter or Tel: Nottingham 506101, Ext. 2011.

Application forms, returnable not later than 10 June 1985, may be obtained from the Staff Appointment Officer, University of Nottingham, University Park, Nottingham NG7 2RD. Ref No. 898. (11989) 220000

WILTSHIRE

TROWBRIDGE TECHNICAL COLLEGE

DEPARTMENT OF BUSINESS STUDIES

Required for 1st September, 1985:

LECTURER GRADE I (£5,910 - £10,512 p.a.) IN COMPUTER STUDIES

To teach computing on an expanding range of courses, including BTEC National in Computer Studies, GCE 'O' and 'A' Level and short courses for local industry. You will join a lively team of staff participate in the challenging educational developments in this field.

Further details and application forms obtainable from The Principal's Secretary, Trowbridge Technical College, College Road, Trowbridge, Wiltshire BA14 0ES. (Tel: Trowbridge 62421). (10588) 220026

YORK

UNIVERSITY OF YORK
NORWEGIAN STUDY CENTRE

TEACHING FELLOW

Applications are invited for a full-time Teaching Fellowship in the Norwegian Study Centre. The post is available from 1 September 1985 for a period of one year in the first instance but may be renewable on a yearly basis.

Applicants should have a first degree in English, History or Sociology with additional formal qualifications and experience in TEFL. The successful candidate will be well-versed in the practice of communication language teaching and be interested and well-informed about matters of British society and culture. Some experience of intensive one-to-one teaching will be desirable.

Initial salary within the range £5,600 to £9,380 per annum.

Four copies of applications, with full curriculum vitae and names of two referees, should be sent to the Registrar's Department (Appointments), University of York, Heslington, York YO1 5DD by Friday, 14th June 1985. Further particulars are available. Please quote reference number 4/4003. (04458) 280000

Research Posts

OXFORD

UNIVERSITY OF OXFORD

Delegacy of Local Examinations

RESEARCH ASSISTANT

A research assistant is required to work on a Project investigating Decision Analysis Models in Examining. The work which requires the use of dedicated computer workstations involves the development, use and evaluation of software to develop people making criterial aims in large-scale public examinations (e.g. A-level). Applicants should have a relevant graduate qualification and a knowledge of FORTRAN and some knowledge of examinations procedures and statistics would be advantageous. Our research is already in post. This appointment is for a senior person to liaise with examining boards and to develop the work in response to the perceived needs of examiners. In close consultation with the first researcher.

The position is for 3 years and will become available on 1st September 1985. The initial salary will be on the scale £7,350 - £13,150 p.a. (under review) and is funded by the Secondary Examinations Council.

Further particulars, and a form of application, (which must be returned by 14 June 1985) may be obtained from the Secretary of Local Examinations, Sewell Place, Summertown, Oxford OX2 7BZ. Tel: 54891 Ext. 311. (11733) 280000

Fellowships, Studentships and Research Awards

LONDON WC2
LONDON SCHOOL OF ECONOMICS AND POLITICAL SCIENCE
ESRC RESEARCH STUDENTSHIP
Applications are invited for an award for Mr/Miss/Ph.D. research on the following topic: "Training LEA advice and provision and curricula within schools".
Applicants should meet ESRC's normal eligibility requirements.
Enquiries and applications should be addressed by 7th June to Professor R.M. Berry, LSE, Houghton Street, London WC2A 2AE. (Tel: 01-405 7686). (10442) 300000

COUNTY OF AVON
BATH COLLEGE OF HIGHER EDUCATION
(Incorporating BATH ACADEMY OF ART)
Lecturer II/Senior Lecturer in Management/Marketing/Economics
Applications are invited from well qualified graduates, preferably with a higher degree for the above post.
The appointment involves teaching on marketing, management and economics in B.Sc., B.Ed. and Dip. H.E. courses in Home Economics and related subjects.
A strong research interest and/or evidence of industrial consultancy would be an advantage but is not essential. The successful applicant will be expected to take full responsibility and C.N.A.A. validated awards.
Further details may be obtained from the Director, Bath College of Higher Education, Newton Park, Newton St. Loe, Bath, Avon, BA2 9BN, to whom applications (no forms) should be returned by 14 June 1985.
Salary: £7,548 - £11,175 (bar) - £14,081 (17926)

Colleges of Higher Education

Other Appointments

BEDFORD
BEDFORD COLLEGE of Higher Education
Institute of Art, Drama and Music
LECTURER I IN DRAMA
A well-qualified graduate required from 1st September 1985 to contribute to Drama Studies degrees (B.Ed., B.Mus. and B.A. (Combined Studies) Hons. degrees, GCE 'A' Level Theatre Studies; various FE courses including work with mentally handicapped and Youth Drama and TV studies would be an asset.
Application forms and further details available from The Director, BCHE, Cauldwell Street, Bedford MK42 9AH. (0234 45151). Redfordshire is an Equal Opportunities Employer. (10656) 340016

CAMBRIDGE
HOMERTON COLLEGE
Cambridge
LECTURER II/SENIOR LECTURER IN EDUCATION AND PROFESSIONAL STUDIES
A vacancy exists for a lecturer in the College Education Department with effect from January 1986. The post is permanent and full-time and could be filled at lecturer or senior lecturer level depending on the experience and qualifications of the successful candidate.
The person appointed will be expected to make a substantial contribution to the professional preparation of intending primary school teachers, to teach psychology of education to B.Ed. students, and to develop a leadership role in in-service courses for practising teachers.
Applications are invited from persons with good qualifications in educational psychology and recent substantial experience in primary education. Preference will be given to applicants with knowledge of, experience and interest in the area of cognitive development.
Applications forms and further particulars may be obtained from the Principal's Secretary, Homerton College, Cambridge CB2 2PH, to whom completed forms should be returned by Friday, 21st June 1985. (04491) 340088

CAMBRIDGE
HOMERTON COLLEGE
Cambridge
LECTURER II/SENIOR LECTURER IN EDUCATION AND PROFESSIONAL STUDIES
A vacancy exists for a lecturer in the College Education Department with effect from January 1986. The post is permanent and full-time and could be filled at lecturer or senior lecturer level depending on the experience and qualifications of the successful candidate.
The person appointed will be expected to make a substantial contribution to the professional preparation of intending primary school teachers, to teach psychology of education to B.Ed. students, and to develop a leadership role in in-service courses for practising teachers.
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Applications forms and further particulars may be obtained from the Principal's Secretary, Homerton College, Cambridge CB2 2PH, to whom completed forms should be returned by Friday, 21st June 1985. (04491) 340088

CAMBRIDGESHIRE
CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
(equal opportunity employer)
TEMPORARY LECTURER II IN QUANTITY SURVEYING
Required for one year from 1st September 1985 to teach Quantity Surveying, Building Economics and associated subjects on BTEC HND and CIOB courses. Ideally candidates should have a degree and/or professional training qualifications and contracting experience. Ability to teach Costing and Contract Procedures would be an advantage.
Salary Scale £7,548 - £13,896 inward appointment starting point according to qualifications and experience.
Details and form to be returned by 14th June, from Administrative Assistant, Department of Construction, C.C.A.T., East Road, Cambridge, CB1 1PT. Tel: (0223) 352973. (04117) 340016

D·M·I·H·E
DONCASTER METROPOLITAN INSTITUTE OF HIGHER EDUCATION
Lecturer Grade I — Educational Technology
To undertake a teaching commitment and to advise on educational technology matters and to be responsible to the Head of Learning Resources.
Applicants should have teaching experience, and a good knowledge of education technology together with a desire to encourage the use of audio-visual equipment. A teaching and/or an educational technology qualification would be an advantage as would experience of open or distance learning.
Salary Scale: Lecturer I £5910 – £10612 (under review)
Starting salary will be dependent on qualifications and experience.
Application forms and further particulars from: Staffing Section, DMIHE, Waterdale, Doncaster DN1 3EX.
Closing date for applications 26 June 1985. (18210)

SOUTH GLAMORGAN COUNTY COUNCIL
SOUTH GLAMORGAN INSTITUTE OF HIGHER EDUCATION (CARDIFF)
FACULTY OF TECHNOLOGY
DEPARTMENT OF PRINTING
Applications are invited for the post of
LECTURER GRADE 1
In Origination and Small Offset (Reprography) to teach on a range of courses within the Department. Candidates should preferably have teaching and industrial experience in the appropriate areas.
SALARY SCALE:
LECTURER GRADE 1: £5910 - £10612 (Under review)
Further particulars and application forms may be obtained from The Personnel Officer, South Glamorgan Institute of Higher Education, Cyncoed Centre, Cyncoed, Cardiff CF2 6XD.
Telephone Cardiff (0222) 551111, Extension 33627.
Completed application forms should be returned within fourteen days of the publication of this advertisement. (18071)

NEWMAN and WESTHILL

LECTURER II/SENIOR LECTURER IN PHYSICAL EDUCATION
Applications are invited for the post of Lecturer II/Senior Lecturer in Physical Education at Westhill College, in the context of the joint academic programme undertaken by the two Colleges which are Affiliated Colleges of the University of Birmingham. Candidates should have a good Honours degree or equivalent qualification in Physical Education and recent successful Primary school experience. An ability to contribute to the teaching of dance, gymnastics, games and swimming in the practical studies courses and to one of the theoretical courses will be a recommendation.
It is hoped to make an appointment with effect from 1st January 1986 or sooner if possible. Salary will be on the scale Lecturer II or Senior Lecturer scale of the Burnham FE Report, according to experience and qualifications.
Further details of the post and mode of application may be obtained from the Principal, Westhill College, Selly Oak, Birmingham B29 6LL. Tel: 021 472 7245.
Closing date for applications: 28th June 1985.
Provisional date for interviews: 17th July 1985. (18153)
Affiliated Colleges of the University of Birmingham

Adult Education

SHEFFIELD
EDUCATION DEPARTMENT
ADULT EDUCATION : HEAD OF CENTRE
(Readvertisement)
LECTURER II £7,548 - £12,099
WISEWOOD ADULT EDUCATION CENTRE
Involves the management of a large and varied educational programme at Wisewood, the development of a community orientated education programme in the Normanshill Adult Education Divisional Establishment, and teaching on both these programmes in appropriate disciplines. Applicants should have substantial experience of teaching in any or some of the following areas:- Maths, Earth Sciences, Music, Arts/Design, Computing, Personal/Community Health would be particularly welcomed. Candidates with any other interests should not be deterred from applying, the teaching role is seen as an important vehicle for the development of the programme and the teaching commitment would therefore be reasonably substantial. Applications from ethnic minority groups welcomed.
Informal enquiries can be made to the Divisional Principal, Tony Smith, at Normanshill Divisional Office, Myers Grove Campus, Wood Lane, Sheffield S6 3HJ. Tel: 340816.
Previous applicants will be reconsidered unless they request not to be supplementary information can be sent in to add to a previous application.
Application forms and further details from the Chief Education Officer (Ref:CE/YW/CEL), Education Department, PO Box 67, Leopold Street, Sheffield S1 1RJ. Tel: 0742 - 735656. Closing date 14th June 1985.
Sheffield City Council is an Equal Opportunities Employer. (04076) 380000

ESSEX
COUNTY COUNCIL
SOUTHEND-ON-SEA COLLEGE OF TECHNOLOGY
(in conjunction with the Home Office Prison Department)
BULLWOOD HALL YOUTH CUSTODY CENTRE AND PRISON,
Hockley, Essex
Deputy Education Officer (Lecturer II) required, to be a member of a team based on the Education Officer with the educational and vocational training programme of the Establishment, at Bullwood Hall, a closed establishment for girls and women, nine miles from Southend.
Applicants should have an interest in teaching and development of core work, at pre-vocational levels, possibly in numeracy, science and computing.
Salary Scale: £7,548 - £12,099 (under review).
Further details and application form from the Principal, Southend College of Technology, Carnarvon Road, Southend-on-Sea, Essex, SS2 6LS (Tel: 0702 - 53395). Ext. 411, to whom completed forms should come returned within ten days of the appearance of the advertisement. (10632) 380000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

KENT COLLEGE FOR THE CAREERS SERVICE
Appointment of Principal
Applications are invited from persons with appropriate professional qualifications and experience for the post of Principal of the Kent College for the Careers Service, Swanley, Kent, which is to be filled from 1st January 1986 on the retirement of the present Principal. The salary is currently £15,765 per annum plus £258 per annum London Area Allowance.
The main work of the College is, each year to prepare up to 60 full-time students for the Diploma in Careers Guidance awarded by the Local Government Training Board and short courses are provided for experienced Careers Officers and support staff.
Application forms and further particulars are obtainable from the County Education Officer (reference T4), Springfield, Maidstone, Kent ME14 2LJ, or tel 0622 671411 ext 2441, to whom completed forms should be returned by 14th June 1985.
(18003)
KENT COUNTY COUNCIL

SOCIAL SERVICES
Teacher
Finnart House C.H.(E), Crowborough, East Sussex
Salary: £8,552 to £10,311 inclusive.
(Extraneous duties up to £2,577 inclusive, for 15 hours per week, by arrangement)
We are committed to providing a planned programme of care, treatment and education for children who may be disturbed, deprived, or delinquent. Our objective is to build our children's self-image, increase their self-discipline and enable them to adjust to society.
We require a mature and resilient teacher to educate small groups of challenging pupils in science studies. You should also be able to offer expertise in either computer studies, mathematics, or physical education.
For further information and application form please contact Chris Felthtull (Principal) or David Williams on Crowborough 06926 2146.
Closing date: 14 June, 1985.
(18133)
Hammersmith & Fulham An Equal Opportunity Employer

HEAD DANESFORD, CONGLETON
Salary Scale J.N.C. Group 3 £14,478 - £15,753
A vacancy for a Head has arisen at Danesford C.H.E. This is an establishment which cares for up to 40 boys between the ages of 10-16 years. A progressive approach is being developed to meet the individual, emotional and educational needs of disadvantaged and damaged children.
The person appointed must have the ability to lead a team of residential social workers and teachers and, therefore, should have a recognized qualification in social work and/or teaching. This post is residential and a four bedroom detached house is available.
NCH is a Christian-based organisation.
Further details and application forms from the Regional Director of Social Work, NCH, 33/35 Wilson Patten Street, Warrington, Cheshire WA1 1PG.
Closing date for applications 12th June 1985.

Youth and Community Service

DURHAM
COUNTY COUNCIL
EDUCATION DEPARTMENT
PETERLEE COMMUNITY CENTRE
YOUTH AND COMMUNITY WARDEN
Applications are invited for suitably qualified Youth and Community Workers for the above post at Peterlee Community Centre. The centre serves part of the Peterlee New Town and the salary is N.J.C. Scale 2 £6,357 - £8,103.
Stamped addressed envelope for further details and application form, returnable by 14th June 1985 from The Director of Education, County Hall, Durham DH1 5UJ (0641138) 440000

HAMPSHIRE
BRIDGEMARY COMMUNITY SCHOOL
Wych Lane, Gosport, Hants. PO12 3UB
11 - 16 mixed Comprehensive
YOUTH AND COMMUNITY WORKER
(Re-advertisement)
Appointment of Youth and Community Worker or Teacher is required to join the full time staff of the school. The post will involve the development of youth work in the school and surrounding community together with involvement in all aspects of the community school.
Previous applicants welcome to re-apply.
JNC Salary and conditions (Range 3) £8,103 - £9,087.
Application forms and further details from the Headmaster. Closing date - Fourteen days after the appearance of this advertisement. (10081) 440000

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
TONBRIDGE TEEN AND TWENTY CLUB
NEW LIFE AND COMMUNITY SERVICE WORKER/EXCENTIA MANAGER
The Management Committee of the Tonbridge Teen and Twenty Club invites applications from experienced and qualified Youth and Community Service Workers to manage the existing full-time post in Tonbridge.
Salary and conditions are in accordance with the current JNC Report for Youth Leaders and Community Service Workers. JNC Range 3 Points 3 - 7.
Further details can be provided on request from Mr G. Rose, Divisional Youth and Community Services Officer, Tonbridge and Malling Area, 143 High Street, West Malling, Kent ME19 6QH. Tel: No West Malling 842929. Ext. 2. Written applications by letter and curriculum vitae should include two professional references.
Closing date will be Monday 17th June, 1985. (10545) 440000

LONDON
TOWER HAMLETS FAMILY CENTRE
SENIOR YOUTH AND COMMUNITY WORKER
Applications are invited from qualified Youth and Community Workers probably with extensive urban experience to lead a team of two full-time and a number of part-time staff in the Mayflower Club.
This well established youth work is in Canning Town, challenging inner city area of East London. The club has excellent purpose built facilities. The Senior Worker will join the Mayflower Staff team and be a member of the Mayflower Church congregation.
Salary for a qualified person will be on JNC Scale 4, points 1 to 5, plus London allowances. Accomodation is available. Closing date Friday 28th June 1985.
Application forms and full details from the Warden, Edward Furness, Mayflower Family Centre, Vincent Street, London E16 1LZ. Tel: 01-474 1171. (10581) 440000

DUDLEY METROPOLITAN BOROUGH
(Equal Opportunity Employer)
YOUTH AND COMMUNITY SERVICE
EQUAL OPPORTUNITIES OFFICER
(Soulbury — Main Range)
New post created through Council's Community Development policy and is at officer level in the Youth and Community Service with responsibility for promoting and developing the Authority's equal opportunities policy. Applicants should be qualified in Youth and Community work, with substantial experience relevant to equal opportunities.
TRAINING OFFICER
(Soulbury — Senior Range)
New post as part of Council's recognition that the Youth and Community Service has expanded, and that the role of training is vital. Post is at officer level to co-ordinate, promote and develop training services to full-time, part-time and voluntary personnel in the Youth and Community Service. Applicants should be qualified in Youth and Community work with substantial experience in training.
For further information and application forms, contact the Youth and Community Office, 2 St. James's Road, Dudley, West Midlands, DY1 1JQ (please send foolscap SAE). For informal discussions, please ring Dudley (0384) 55433, ext. 4239 and ask to speak with Mr. A. Lowe.
Closing date for applications is 14th June.
(18050)

(continued)

LONDON E17
YMCA NATIONAL COLLEGE
TUTOR
To students on Certificate Course in Youth & Community Work.
Principal function is as personal tutor to mature students.
Ability to teach either Management, Race Relations or Religion & Society advantageous.
Salary: Burnham lecturer II £7,848 - £12,099 Plus L.A. £678.
Starting Date: Either 1st September or 1st October, 1985.
Closing date for applications 14th June, 1985.
Details from: Registrar, YMCA National College, 642 Forest Rd., London E17 3EF. (10308) 440000

Inner London Education Authority
YOUTH SERVICE
SPECIALIST YOUTH OFFICER
(Development of work with Lesbian and Gay young people)
Salary range £10,350 - £12,504 plus £1,419 London Weighting Allowance
Applications are invited from experienced youth workers interested in the development of work with Lesbian and Gay young people. This is a new post. The successful candidate will join a team of four other specialists based at County Hall responsible for work with girls and young women, unemployed, multi-ethnic work and work with the handicapped.
Application forms and further details from Personnel Services Division (EO/Estab. 1B) Room 566, The County Hall, London SE1 7PB. (please enclose a large S.A.E.)
Closing date for the return of completed application forms is 21 June 1985.
ILEA IS AN EQUAL OPPORTUNITIES EMPLOYER. (10322) 440000

SHROPSHIRE COUNTY COUNCIL

YOUTH SERVICE

Application invited from experienced youth workers to research needs and develop work with young people on

OVERDALE ESTATE, TELFORD

Person appointed will work in a District Team covering the South Wrekin District Area.

INSTEP approved Staff Development Policy.

Salary JNC Range 3, pts. 2-6, £8,103 to £9,087 + £363 for approved additional qualifications.

Further details, job description and application form from County Education Officer (STA/106), Shirehall, Shrewsbury, Shropshire. Telephone 0743 222515.

(17986)

EDUCATION DEPARTMENT
Youth and Community Service

Community Liaison Worker

Leyton Youth Centre, Leyton, E10

A recognised professional qualification in Youth and Community Work is an essential requirement.

Salary JNC 4 (115): £9,087 | £10,209 plus £678 London Weighting.

Starting salary will be determined by the age, qualifications and relevant experience of the successful applicant.

Please quote ref. G 6825.

For further details and an application form, write to the Senior Education Officer (or Community and Further Education, Grayiaw House, 394 High Road, London, E10 6QE (Telephone enquiries: 01 527 5544 extn. 5156). Closing date for receipt of applications: 14th June 1985.

(18109)

AN EQUAL OPPORTUNITY EMPLOYER
Applicants are considered for their suitability for the post regardless of disability, sex, race and marital status

Waltham Forest

YOUTH AND COMMUNITY WORKER

LONDON CENTRAL YMCA
113 Great Russell St., London WC1B 3NQ

Applications are invited for the post of DEPUTY GENERAL PROGRAMME AND SERVICE DIRECTOR.

Applicants should possess a qualification in Youth and Community Work, or in Teaching, and have the ability to identify and creatively respond to Community needs.

The post is to the service of London Central YMCA and is 100% grant aided by the ILEA.

Salary: JNC Scale 3.

Applications in the first instance should be made to Mr R.D. Cullum Executive Director at the above address.

The YMCA is an equal opportunity employer. (10140) 440000

NEWHAM
WOODGRANGE BAPTIST CENTRE
Forest Gate E7
An Energetic, qualified and experienced full-time Youth and Community worker or teacher is required for the post of Warden at the above voluntary multi-racial centre, which is grant-aided by the London Borough of Newham Education Committee.
A Person who is in sympathy with the christian aims of the centre is sought, who is able to support, develop and co-ordinate already established activities and projects. Salary will be JNC range four points 1-5 plus Inner London Allowance of £1,038. For an informal discussion ring the Chairman of the Management Committee on 0277 852501.
Written details and application form (S.A.E. please) available from The Chairman, Management Committee, 345 Romford Road, Forest Gate, London E7 8AA. (10443) 440000

NORTHAMPTONSHIRE
COUNTY COUNCIL
COMMUNITY YOUTH SERVICE
COMMUNITY YOUTH WORKER/ORGANISER

Applications are invited from experienced and qualified persons for the post of Community Youth Worker/Organiser based at Wellingborough for the Eastern Team. The team are responsible for providing a comprehensive programme of social education for all young people in the area and the emphasis of the post is working "in the field".

Duties will include development of projects, training events and involvement of young people and adults in organising and running the youth programme. The post holder will work closely with the ethnic minority community involved with the 13 - 19 age group.

Salary: JNC Scale 4 Points 3/6. (£9,330 - £10,491).

Further details and application forms from: County Youth Service, Chester House, Northampton NN1 2BX. Closing date for applications: 14th June 1985. (10621) 440000

WEST GLAMORGAN
NEATH BOYS CLUB
YOUTH LEADER (Full time)
Applicants should be qualified in accordance with JNC conditions of Youth Service. Scale 3 points 1 - 3. Commencement July/August 1985.
Further details and forms from the Secretary, W. Newlands, 18 Bryn Road, Neath SA11 1UE.
Closing date for applications 14th June 1985 (s.a.e. please). (10091) 440000

OXFORDSHIRE
COUNTY COUNCIL
COMMUNITY EDUCATION TUTORS
(ADULT AND YOUTH WORK)
WANTAGE
BURNHAM F.E. LECTURER II (£7,548 - £13,099)
JNC III (4 - 8) (£8,595 - £9,657)
An exciting opportunity for man or woman with creativity and energy who will be able to develop a wide range of opportunities for people of all ages in Wantage and the surrounding rural area. The post holders will be members of the Community Education team and will be in a position to develop community links within Wantage School and withobther local education and voluntary organisations. These are primarily developmental posts and applicants will need, as well as appropriate qualifications, a commitment to innovative work.
Applications and further details from the Community Education Office, 58c Mill Street, Wantage to be returned within two weeks of the appearance of this advertisement, S.A.E. please. (33432) 440000

SHEFFIELD
EDUCATION DEPARTMENT
SHEFFIELD SOCIETY OF MENTALLY HANDICAPPED 'GATEWAY' MILL-THEE
WORKER
JNC Rank 3 £7,866 - £9,651
for those qualified under JNC or DES conditions.
(Consideration would be given to other candidates subject to appropriate training and salary scales being agreed).
Required as soon as possible, a worker to provide professional full-time leadership and support for a large team of voluntary workers in the Gateway Club and to take responsibility for the organisation and administration of club activities for mentally handicapped young people.
We would encourage anyone interested in this post to apply for further details and an application form from Mr. Arthur Binns, Gateway Chairman, Sheffield Mencap, Norfolk Lodge, Park Grange Road, Sheffield S2 3QF. Closing date 14th June, 1985.
Sheffield City Council is an Equal Opportunities Employer. (04075) 440000

STOCKPORT
METROPOLITAN BOROUGH OF STOCKPORT
FIELDWORKER - UNEMPLOYMENT PROJECTS £9,087 - £10,209 (JNC 4) - 51
The person appointed will be responsible for developing and managing projects and activities designed to help unemployed young people.
Minimum qualification is the successful completion of full time Youth Training Course.
Application forms and further information available from Mrs. G.H. Russell (Youth Officer), Leisure Services Division, Town Hall, Stockport SK1 3XE. Tel: 061-480 4949, Ext. 4437. An Equal Opportunities Employer. (10360) 440000

SURREY
COUNTY COUNCIL
SCHOOL YOUTH WORKER
West Woking
£9,345 - £10,467

To provide a link between the staff of the Youth and Community Service and those of the Secondary Schools within the Education Area, by developing and supporting the Duke of Edinburgh's Award Scheme and contributing to the Social and Personal Education programmes.

The person appointed will be a qualified Youth and Community Worker, and it would be an advantage to have experience as a youth tutor/teacher and be familiar with the Duke of Edinburgh's Award Scheme.

Application form from Mr David Chilton, North West Area Youth & Community Office, Area Education Office, Lismore, 8 Heathside Road, Woking, Surrey GU22 7EU. Tel: Woking 23533. Closing date 14 June 1985. (33448) 440000

SURREY
COUNTY COUNCIL
YOUTH & COMMUNITY WORKER
Goldsworth Park
£8,124 - £9,108

To investigate the needs of young people on the Goldsworth Park Estate in order to create opportunities for them to develop self awareness and individuality through a programme of social education. This will also entail working as an effective member of the Youth and Community Team in the North West Area of Surrey.

You should be a qualified Youth and Community Worker, preferably with detached youth work experience. You will need to hold a current driving licence.

Application form from Mr Ian Lee, Area Youth & Community Office, North West Area Education Office, Lismore, 8 Heathside Road, Woking, Surrey GU22 7EU. Tel: Woking 23533. (33448) 440000

Overseas Appointments

AUSTRALIA
Sydney
Highly qualified part time Montessory Teacher required for a new 3 to 6 years group (2 hours) established Montessory School in Sydneys Northern Suburbs. Duties to commence as soon as possible.
Please apply in writing with curriculum vitae, copies of qualifications and names of two referees to: The Secretary, Northside Montessory Society, 198 Robbin Head Road, Turramurra, NSW 2074, Australia. (11998) 460000

BELGIUM
BRUSSELS
Inquiries invited from experienced teachers with British qualifications for the following openings at St. John's - A Christian school serving an international clientele:
Montessorinstitute - 11 - 14 year olds.
Special (Remedial) Education - 11 - 17 year olds.
Elementary school - 5 - 12 year olds.
Please reply immediately with complete C.V. and references to: Search Committee, St. John's International School, Drève Richelle 146, 1410 Waterloo, Belgium. (10467) 460000

CHRISTIAN TEACHERS
especially of R.E., Maths, Science and English required for SECONDARY SCHOOLS in Africa. Voluntary terms - two year contracts. Airfares, preparation course, insurance and overseas allowance provided. Apply to: VOLUNTEER MISSIONARY MOVEMENT, Shenley Lane, London Colney, Herts. AL12 1AR. (s.a.e. appreciated). (42810) 460000

The Centre for British Teachers Limited

OMAN
INSPECTORS AND TEACHERS OF EFL

The Centre for British Teachers, best known for its English teaching projects in Malaysia, Mexico, Brunei and Germany, has been asked by the Oman Ministry of Education and Youth Affairs to employ:

Inspectors of English
and 20 Teachers of EFL at Secondary level

Teachers will be posted throughout the Sultanate in groups of 2 or 3, and in this, the first year of the project, personal qualities such as adaptability and self confidence are important.

Qualifications

Teachers should have:

★ a recognised degree in English or Modern Languages

★ a post-graduate teaching certificate

★ a minimum of 4 years TEFL experience

Inspectors should have the above qualifications but a minimum of 7 years TEFL OR an MA in Linguistics or TEFL and a minimum of 5 years TEFL experience.

Employment Terms

Two year contracts from 1 September 1985; tax-free salaries of OR 415 to OR 465 per month for Teachers, and from OR 510 to OR 535 per month for Inspectors (current rate of exchange: OR 0.43 = £1). Subsidised furnished accommodation; annual leave fares, medical insurance; tax-free gratuity of 20% of salary on completion of contract.

The Centre also provides a 3-day Briefing in Britain; in-country orientation; professional and welfare support in Oman; and resettlement advice, including scholarships for post-graduate study on completion of service

For further information please contact:

The Centre for British Teachers (TO2)
Quality House, Quality Court
Chancery Lane, London WC2A 1HP

Preference will be given to single status teachers or married teaching couples with experience in the Arab world. (17948)

The Centre for British Teachers Limited

THE BRITISH SCHOOL OF LOME

The school opened its doors in September, 1983. It is housed in a new school building forming part of a central landscaped complex comprising of four tennis courts, a swimming pool and a group of modern shops which lies in the main residential area just on the outskirts of Lomé, the capital city. Togo is the oasis of the West Coast. The climate is relatively mild 32 typ., supermarkets well stocked. The police well mannered, telephones direct dial to the U.K.

We are looking for experienced, versatile and adaptable teachers who still regard teaching as a vocation. The work is demanding but not without reward. Applications are invited for the following posts commencing September 1985.

i. Secondary English, Art and TEFL
ii. Secondary Geography, History
iii. Lower Junior Teacher

A willingness to participate in the Boarding House would be an advantage.

If you have a minimum of five years teaching experience and are looking for a challenge please send a large s.a.e. for further information, c/o The Secretary, 28 Hall Lane, Merseyside. L31 3OY.

This school is a member of the The Association of International School in Africa which holds an annual conference here in Lome. (18047)

CORFU
SMALL LANGUAGE SCHOOL requires qualified English Teacher. September/June. Send c.v. and photo to: B. Serifi, 7 Theotokis Corfu, Greece. (10580/4/5/6/7)

FINLAND
THE ANGLO-FINNISH INSTITUTE
Tampere
Qualified teachers required to teach English as a foreign language. Minimum employment 9 months from 26th August. Furnished accommodation provided and large paid. Interviews second week of June. London 2nd week of June.
Send CV with photograph to Mr N. Collings, at the Britannia Hotel, Grosvenor Square, London W1X 9DX. (04008) 460000

FINLAND
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Qualified TEACHERS required to teach ENGLISH as a foreign language. Minimum employment 9 months from 26th August. Furnished accommodation provided and large paid. Interviews second week of June. London 2nd week of June.
Send c.v. with photograph to Mr N. Collings at The Britannia Hotel, Grosvenor Square, London W1X 9DX. (10085) 460000

FRANCE
BRITISH SECTION
LYCEE INTERNATIONAL
Saint Germain En Laye
The post was advertised in 26.4.1985 but because of subsequent unforeseen developments it will not now be vacant in September 1985.
Candidates are being informed accordingly. (10465) 460000

PORTUGAL
ST JULIAN'S SCHOOL
near Lisbon
Required for September a Junior School teacher with aptitude for Maths and Computers.
Please write enclosing further details and application form to: The Secretary, British Council of International Schools, 18 Lavant Street, Petersfield, Hants GU32 3EW. (10157) 460000

SOUTHERN TURKEY
AYAS LISESI
Adana
Teachers required for September in English, Science and Maths. Age group 11 - 14. Free air fares, basically furnished accommodation, 15 days February & 2 months summer holiday. Interviews in England possible between June 20 to July 11.
Apply Elizabeth Ayas, Ayas Lisesi Adana Turkey (Telex go Ltd., 9 East Parade, Leeds 1. (04454) 460000

SPAIN
YOUNG enthusiastic teacher required to teach 9 - 16 year olds at a bonefide language academy in Palma, Majorca for 9 hours per week during July and August. Accommodation provided in the spacious flat with the Director, wife and family.
Please apply Box No. TES 00385 Priory House, St John's Lane, EC1M 4BX. (10251) 460000

SPAIN
Vacancies for (1) EFL Teacher, (2) EFL Head of Studies - well qualified, experienced, dynamic, organised.
Applications by express post, curriculum, principles academic qualifications/assessment of teaching, references, testimonials, photograph, to: Euroidiomas, Reguero 2, Vigo, Spain. Tel: (86) 29(648. (10148) 460000

SPAIN
Independent, English speaking school in Valencia, requires two infant teachers - September 1985.
Full C.V. and photograph to Headmaster Box TES 00384, Priory House, St John's Lane, EC1M 4BX. (10142) 460000

SPAIN
ALOHA COLLEGE
Marbella
Applicants are invited from qualified teachers for the following posts w.e.f. 1.9.1985.
1. Experienced TEFL teacher to set up new department and organise TEFL teaching throughout the Junior and Senior School, with some Senior School English teaching.
2. Maths and General Science Teacher initially for the first three senior years.
3. Infant teacher able to play the piano for class music. Aloha College is an all age International School of 300 Children in purpose built accommodation close to Marbella.
Applications with full c.v. and photo should be sent to the Director, Aloha College, El Angel, Nueva Andalucia, Malaga. Tel: Spain (52) 781133.
Interviews to be held in U.K. this term. (10616) 460000

OVERSEAS POSTS
(continued)

MEXICO
THE COLEGIO BRITANICO
An international school run on British Lines in Mexico City.
Requires for September 1, 1985 a Head of Science to teach Chemistry to A level, Physics to O level and Combined Sciences. Benefits include: return airfare for two year contract, resettlement allowance, medical scheme, assistance with housing etc. Salary in the range 165,000 - 195,000 pesos monthly (1 pound sterling = approx 200 pesos).
Applications with two copies of CVs and the names of referees to: IAM, 46 Fen Road, Chesterton, Cambridge, by 14 June. (This is Previously advertised with misprint in address). (04446) 460000

NORTH ITALY
TEFL
Firstfield Services are looking for experienced TEFL teachers for posts in Turin/Milan/Lake Como and Genoa from September 1985 to June 1986 with the possibility of renewal. The successful candidates are likely to: be aged between 21 and 30, have a degree and TEFL certificate (RSA or equivalent) have at least two years experience of in-company EFL training, have the ability to use their own initiative and enjoy coping with problems in the field.
A good salary plus living allowance is offered to right people.
Please apply in your own handwriting, indicating which area you would prefer and enclosing a CV, photograph and reference from previous employer to: Firstfield Services Ltd., 7 New Concord Street, Wharf Mill Street, London E2E 8SA.
Applications must be received by 18th June 1985 and only those fulfilling the above requirements will be taken into consideration. Short-listed applicants will be invited to attend for interview at our London office in mid-July. (10456) 460000

PORTUGAL
ST JULIAN'S SCHOOL
near Lisbon
Required for September a Junior School teacher with aptitude for Maths and Computers.
Please write enclosing further details and application form to: The Secretary, British Council of International Schools, 18 Lavant Street, Petersfield, Hants GU32 3EW. (10157) 460000

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2. Maths and General Science Teacher initially for the first three senior years.
3. Infant teacher able to play the piano for class music. Aloha College is an all age International School of 300 Children in purpose built accommodation close to Marbella.
Applications with full c.v. and photo should be sent to the Director, Aloha College, El Angel, Nueva Andalucia, Malaga. Tel: Spain (52) 781133.
Interviews to be held in U.K. this term. (10616) 460000

Posts Overseas

Botswana

Botswana Polytechnic
Post 1: Principal

Duties: to be responsible to the Botswana Ministry of Education for the administration of the Polytechnic and the implementation of policy.
Qualifications: candidates must possess either an engineering degree or be a corporate member of a recognised professional Engineering Institution, and have appropriate industrial teaching and administrative experience as Head of Department. Candidates must be British with a UK educational background. Preferred age 40-57.
Salary: basic salary Pula 15,828 (£1 = P2.170 approximately) plus a normally tax free supplement paid by the British Government under its aid programme of $10,923 (married) or $7,320 (single).
Benefits: 25% terminal gratuity on basic salary, free air passages, housing provided at economic rental. Educational allowances and holiday visit passages for children, an appointment grant and car loan are payable in certain circumstances.
Contract: initially for 30-36 months, starting September 1986 or as soon as possible thereafter.
Reference: 85 K 12 T

Post 2: Senior Lecturer in Electrical Installations

Duties: to teach electrical installation and machines for 18 hours per week on various courses; to be responsible for all electrical installations and refrigeration courses, equipment and workshops; to assist the Head of Department in departmental administration and carry out such other duties as the Principal or Head of Department may direct.
Reference: 85 K 13 T

Post 3: Senior Lecturer in Building

Duties: to teach City and Guilds craft and technician courses in building and civil engineering for 18 hours per week, later to HTD level; to administer, organise and maintain laboratory workshops; to advise the Departmental Head of equipment and material needs and obtain estimates and tenders; to set and mark examinations and undertake any other related duties as required.
Reference: 85 K 14 T

Post 4: Senior Lecturer in Auto Engineering

Duties: to teach automobile engineering for 18 hours per week on various courses; to be responsible for all auto and heavy machinery repair courses, equipment and work-shops; to assist the Head of Department in departmental administration and carry out such other duties as the Principal or Head of Department may direct.
Reference: 85 K 15 T

Qualifications for Posts 2-4: candidates must possess either an appropriate degree or Higher Technician Diploma or equivalent plus six years' post FE teaching experience plus five years' post qualification relevant industrial experience or a Masters degree plus six years' post qualification in teaching and/or industry. A teaching certificate is desirable. Candidates must be British with a UK educational background. Preferred age 30-57.

Post 5: Head of Department of Civil Engineering

Duties: to develop, organise and administer a major department of the Polytechnic; to lecture in subject speciality for 12 hours per week up to HTD level; to participate in selection of potential students and their suitability for the course; to mount specialist short courses if appropriate as requested by employers and to undertake any other related duties as required.
Qualifications: degree or HND in Civil Engineering plus six years' FE teaching and five years' industrial experience or Masters degree plus six years' experience in lecturing and/or industry. Experience as Head of Department desirable. Candidates must be UK citizens with a British educational background. Preferred age 36-55.
Reference: 85 K 16 T

Salary for Posts 2-5: a basic salary paid locally by the Government of Botswana on a scale ranging from Pula 12,204-15,084 (£1 = P2.24 approximately) plus a normally tax-free supplement paid by the British Government under its aid programme of $7,860-$8,072 (married) or $5,256-$5,468 (single). Other benefits include end of contract gratuity payment, free air passages for officer and dependent family members plus baggage allowance. Officers may also be eligible for children's boarding school allowances, holiday visits for UK based children and appointment grant.
Contract: initially for 30-36 months with the Government of Botswana.
Starting dates: September 1985 or as soon as possible.
Closing date: 21 June 1985.

Oman

Post 1: Lecturer in Quantity Surveying
Post 2: Lecturer in Refrigeration and Air-Conditioning
Post 3: Lecturer in Physical Sciences
Post 4: Lecturer in Fitting and Machining Fabrication
Oman Technical Industrial College (OTIC)

OTIC opened in November 1984 and has about 200 students for Technician and Business Studies courses. The courses are of two or three years' duration and the medium of instruction is English.
Post 1: to teach a selection of subjects from Construction Technology, Measurement, Project Management, Land Surveying, Estimating and Cost Accounting.
Post 2: to teach in the areas of Refrigeration and Air-conditioning with additional involvement in related areas of study in either Electrical or Mechanical Engineering.
Post 3: to teach in the areas of Chemistry, Analytical Chemistry, Physics and General Science and preferably basic Electronics using a systems approach.
Post 4: to teach in the areas of Machine Shop Theory and Practice, and Fabrication.
All Posts (in addition): all appointees must participate in the development of courses, laboratories and workshops and industrial on-the-job training for students, and carry out any other duties as directed by the Principal.
Qualifications: candidates must be male, preferably aged 35-45, UK citizens, with a British educational background. They should have appropriate experience and qualifications as set out below, including some teaching to tertiary level technical students. A teaching qualification is desirable and overseas experience an advantage.
Degree and experience: first degree plus nine years' appropriate post-degree experience, or Masters degree plus six years' appropriate post degree experience or PhD plus three years' appropriate post degree experience.
Degrees required as follows:
Post 1: Quantity Surveying or Building.
Post 2: Electrical or Mechanical Engineering.
Post 3: Chemistry or Chemistry related subjects or Physics with Chemistry subsidiary.
Post 4: Mechanical Engineering.
Salary: OR 605 per month, tax free (£1 = OR 0.43 approximately).
Benefits: free furnished two-bedroomed flat; electricity and water allowance; car allowance if applicable, baggage allowance; annual passage-paid leave for appointee, spouse and up to four children under 21; free medical treatment.
Contract: one-year contract, renewable, guaranteed by the British Council, commencing September 1986.
Closing date for applications: 14 June 1985. Please ring 01-580 6572 ext 62 for details and an application form.
Reference: 85 A 9-12 T

Turkey

Teachers of English
Beyoglu Anadolu Lisesi, Istanbul and Nisantasi Anadolu Lisesi, Istanbul
English medium secondary schools for Turkish boys and girls aged 11-18 years.

Duties: to teach English Language and Literature from beginners to approximately 'A' level standard.
Qualifications: degree in English, Teacher's Certificate and 2/3 years' relevant teaching experience. British nationals, single or married teaching couples.
Salary: approximately 263,000 TL per month ($1 = 651.63 TL) plus sterling subsidy $220 per month.
Benefits: airfares.
Contract: one year renewable, commencing September 1985.
Reference: 85 B 40-42 T

United Arab Emirates

Al Nahda National Schools, Abu Dhabi

Post 1: male Head of English Department: to co-ordinate the work of the English Departments in both the girls' and boys' schools, including syllabus planning, curriculum design, teacher training, choosing textbooks and equipment.
Post 2: four female ESL/EFL teachers (Elementary and Intermediate classes).
Post 3: three male ESL/EFL teachers (Upper Elementary and Intermediate classes).
Post 4: one female English and Social Studies teacher to teach English and Social Studies and co-ordinate the English Department's GCE programme.
Post 5: one male English and History teacher (to teach 12-16 year olds).
Post 6: one male Music teacher (to teach 5-12 year olds).
Post 7: two male or female Art teachers (to teach 5-14 year olds).
Post 8: one male Physical Education teacher.
Post 9: two female infant teachers with ESL experience (to teach KG Transition classes including ESL).
Post 10: one female English teacher for Transition class (to teach Transition class, specialising in English and co-ordinating the English programme in KG 1 Transition).
Qualifications: male teachers, except for Post 1, must be part of a married teaching couple; female teachers can be part of a married teaching couple, or single. Candidates for Post 1 should preferably be aged 35-45 years, other posts 25-35 years; they should be UK citizens with a British educational background.
Candidates for Post 1 only may have accompanying children.
In addition: Post 1: candidates should have a degree in English plus a teaching qualification and a minimum of five years' teaching experience, including experience in a post of responsibility. Experience and, or qualification in teaching EFL/ESL would be an advantage.
Posts 2-10: candidates should have a BEd, Cert Ed, PGCE or equivalent in their relevant subjects and at least one year's teaching experience, but for some posts more teaching experience will be required. For EFL/ESL posts, teachers should have experience in this field and at least RSA Prep Cert or PGCE (TEFL).
Post 9: candidates must be infant trained or have experience teaching infants as well as ESL.
All candidates must be free to take up the post by mid September.
Salary: Post 1: Dhs 6,500 per month including cost of living allowance; posts 2-10: Dhs 6,000 per month including cost of living allowance. (£1 = Dhs 4.17 approximately). Salaries are free of local tax.
Benefits: free furnished accommodation including utilities; annual passage-paid leave; luggage allowance.
Contract: one year, renewable, guaranteed by the British Council.
Closing date for applications: 14 June 1985. Please telephone 01-580 6572 ext 62 for details and an application form.
Reference: 85 A 13-29 T

Key English Language Teaching Scheme

The KELT programme is part of Britain's Aid programme to developing countries:

Syria

English Language Adviser
University of Aleppo

Duties: course development ranging from a low level General English orientation to an ESP orientation at the higher level; supervision of teacher training at the English Language Advisory Centre; development of a Resource Library; responsibility for all examinations, curricula and methods at the Centre; selection of books and materials; some staff administration.
Qualifications: candidates, preferably aged 35-50 must be British with a UK educational background. They must have a first degree plus a minimum of an MA in TEFL or Applied Linguistics; at least five years' relevant overseas experience which should include university level work and work in the Middle East. A knowledge of spoken Arabic and or French would be useful.
Salary: £11,563-£16,158 per annum free of UK income tax.
Overseas allowances: £5,777-£10,837 depending on salary level and marital status.
Benefits: salary free of UK income tax; free family passages; children's education allowances and holiday visits; free furnished accommodation; outfit allowance; medical scheme; baggage allowance; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.
Contract: initially for two years with the British Council. Post tenable from September 1985.
Closing date for applications: 21 June 1985.
Reference: 85 K 5 T

For further details and an application form, please write, quoting the post reference number 10: Overseas Educational Appointments Department, The British Council, 90-91 Tottenham Court Road, London W1P 0BT.

The British Council

It's time to stand up and be counted

If you're a qualified youth and community worker or a teacher with youth work experience, here's a chance to do something really worthwhile. Helping unemployed youth.

We've established an Out-of-Work Centre in Forest Gate in London's East End.

The Centre aims to provide recreation, counselling, literacy, numeracy and employment development for unemployed 16 to 25 year olds — primarily Afro-Caribbean young people.

To make the Centre really tick we need an

Assistant Project Leader

— a dedicated, motivated individual who really cares. Someone who can communicate with — and understand — Afro-Caribbean youth on their terms.

Salary is on JNC Scale 3 (Points 1-5) £7,866 - £8,844 plus London Weighting of £1,038.

If you would like further information please ring Rosemary Finch on 01 534 4545 Ext: 5732 or 5507 for an informal discussion. Or for further details and an application form telephone or write to the Director of Education, Education Offices, 379/383 High Street, Stratford, London, E15 4RD — telephone 01 534 4545 Ext: 5765.

Closing date 14 June 1985.

(18079)

An Equal Opportunity Employer

LONDON BOROUGH OF NEWHAM

GERMANY
Required for September 1985, or January 1986, Infant Teacher.
Vertically grouped 1st plus 2nd year infants. Froebel approach.
2nd year contract renewable, salary Burnham plus.
Applications with full c.v., passport photo and references and phone numbers to: Headmaster, British Embassy Preparatory School, Tulpenbaumweg, Haiderhof 5300 Bonn 2, W. Germany. (10398) 460000

GREECE
TEACHING IN GREECE
Private Language School in Edessa (Northern Greece) seeks graduate English teacher, preferably with TEFL experience, 20th September 1985 till 31st May 1986.
Please send a photo and a full C.V. to: 'English Frontistirio', K. Akrita 8, 58200 Edessa, Greece. 460000 (10301)

GREECE
Wanted from August or October 1985 - May 1986 English-born qualified TEACHERS to work in English Language School.
Apply to E. Vassiliou 103, Ferefon Street, Larissa 41335, Greece, sending details of experience, copies of diplomas, a recent photograph and your phone number. 460000 (10464)

EFL Teachers required for language institutes in Athens, Thessaloniki, mainland Greece and the islands. Applicants must possess a degree or a Certificate of Education.
Please send curriculum vitae, recent photograph, phone number and state, to Teachers in Greece, 13 Mill Hames Street, Christchurch, Dorset. (10230) 460000

THE BRITISH SCHOOLS OF MONZA AND NOVARA
Require E.F.L. Teachers (4 posts) Degree and R.S.A. Prep. min. grade 3 or equivalent September appointments. Interviews July, London.
Applications strictly by form only available from Mr. F.N.S. Taylor, Director of Studies, British School of Monza, Via Vittorio Emanuele 1, 20051 Monza, Italy. Tel: 039 364966. (36226) 460000

JAPAN
Established international school teaching British curriculum requires Middle Infant Teachers for September 1985.
Competing salary from £7,400. Accommodation provided. Fares paid. Two year contract.
Please apply with CV to Mr. F. J. Smith, Gabbitas-Thring, 6, 7 & 8 Sackville Street, Piccadilly, London W1X 2BR. Tel: 01-734 0161. (10527) 460000

SPAIN
ENGLISH INTERNATIONAL COLLEGE
Urbanizacion Ricmar,
Carretera Cadiz-Malaga Km 196.5
Marbella - Malaga - Spain
Qualified and preferably experienced teacher of French and Spanish to teach the subjects throughout the school to A level. Spanish particularly is a very important subject, and a high level of fluency is essential.
Letters of application, with full CV, should be sent to the school as quickly as possible.
Also required, a teacher of English to O and A levels. (10708) 460000

THE GAMBIA
MARINA INTERNATIONAL PRIMARY SCHOOL
Applications are invited from suitably qualified & exp. primary teachers preferably with E.S.L., or maths speciality for Sept. 1985.
Airmail C.V. & Photo to Secretary, P.O. Box 717, Banjul, The Gambia. 460000 (10497)

TURKEY
Required for September: Good EFL teachers for Secondary School, Ankara, Turkey.
For further details send s.a.e., to K. Eckstein, M.A., 133 Dorset Rd., Bexhill on Sea, E. Sussex TN40 2HU. 460000 (10482)

UNESCO INSTITUTE FOR EDUCATION
Feldbrunnenstrasse 58, 2000 Hamburg 13, Federal Republic of Germany
Tel: (040) 44 78 43
Applications are invited for the post of
RESEARCH SPECIALIST/ HEAD OF PUBLICATIONS UNIT
to be filled as early as possible. The position includes responsibility for all publications of UIE and particularly for the quarterly trilingual journal International Review of Education, besides participating in research activities of the Institute. Candidates required a university degree, familiarity with educational research, wide experience in editing and publishing, excellent knowledge of English and working knowledge of German and French.
Appointment as per UAT (UOTA) following German procedures. Accordingly, salary depends on age and other factors (e.g. a 40 year old person with spouse and two children would at present receive a gross annual salary of DM 80.880).
Applications with curriculum vitae and names/addresses of two referees should be sent immediately to Director, UIE at the above address. (10855) 460000

WANTED T.E.F.L. TEACHERS,
preferably a married couple from autumn 1985 to summer 1986. A fully-furnished flatlet is provided.
Write to Mrs. Perdikopoulou-Nearchou, 20 Ayiou Eleftheriou, 67100 Xanthi-Greece. 460000 (04146)

WEST GERMANY
INTERNATIONAL SCHOOL HAMBURG
Required for Sept. 1985 an enthusiastic full-time teacher to join the department of Visual Education. Flexibility and experience with multi-media approaches will be an advantage.
Apply immediately to Dieter Hachmann, International School Hamburg, Holmbrook 20, 2 Hamburg 63, West Germany. (10395) 460000

MAPPS COLLEGE INCORPORATED
A non-profit Association
Boys Boarding-Day School,
Roll 125 Age Range 10 - 17
Through to 'O' levels and C.X.C. needed for the September Term 1985.
Single, Male Graduate for Physics and Chemistry. Boarding Duties essential. Residency provided.
Write with C.V., Passport Photographs and Two recent Testimonials to the Secretary. (04063) 460000

ZAMBIA
THE INTERNATIONAL SCHOOL OF LUSAKA
Seeks qualified teachers of Biology and a British passport is essential. Applicants should be graduates in English and History, to 'O' level; also Physics and Chemistry to 'O' level and Biology to 'O' level.
Applicants who have been previously applied and have been contacted are asked not to reply to this advertisement. New applicants are asked to write to Mr. James Ammisse, Headmaster Designate, P.O. Box 32347, LUSAKA. (11950)

DERBYSHIRE COUNTY COUNCIL
CAREERS SERVICE
Applications are invited for the following posts in the Derbyshire Careers Service:
HIGH PEAK AND WEST DERBYSHIRE AREA
One Careers Officer based at Matlock Careers Office.
AMBER VALLEY & ERE-WASH AREA
One Temporary Careers Officer based at Alfreton Careers Office.
This post is for one year to replace a Careers Officer who has been seconded to the TVEI project. The period might be extended if the secondment is renewed after one year. If vacancies occur there are also likely to be opportunities for secondment to a permanent appointment.
The salary for both posts is Scale 4/5 (£6,555 - £9,114) with automatic progression to Scale 5 (£7,524) on satisfactory completion of the probationary year.
A casual car user allowance is attached to the posts.
There is a scheme of financial assistance for newly appointed staff including removal and relocation allowances.
Further details and forms of application may be obtained from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG. Tel: Matlock 5811. Ext. 6554.
Closing date 14 June 1985.
Derbyshire County Council is an Equal Opportunity Employer. (04877) 460000

BRADFORD
SUPPLEMENTARY EDUCATION TEACHER
£5,477 - £10,107 p.a.)
An enthusiastic and sensitive person is required to encourage and support the ethnic minority community groups in their provision of supplementary education within the policies of the Authority. You must have a degree standing of the needs and aspirations of the various community based groups providing supplementary education, an appreciation of the need to maintain aspects of their different cultural backgrounds through community languages teaching, religious instruction and other cultural activities; an ability to communicate in English and some of the following community languages: Urdu, Hindi, Punjabi, Gujerati and Bengali; experience of administrative work, preferably some experience of working in the supplementary education and/or the mainstream education system. This is a re-advertisement and previous applicants need not re-apply. Ref. E12785/TES.
This council supports the principal that all employers should be encouraged to be members of an appropriate trade union recognised for the purposes of negotiation and consultation.
Application forms are available from the Directorate Personnel Officer, Directorate of Education Services, 4th Floor, Provincial House, Market Street, Bradford, BD1 1NP. Tel: (0274) 752536.
We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability unless otherwise stated. CITY OF BRADFORD METROPOLITAN COUNCIL. (11960) 460000

GLOUCESTERSHIRE COUNTY COUNCIL
COUNTY CAREERS SERVICE
CAREERS OFFICER with a special responsibility (Employment and Training). Salary Scale 6 £8,532 to £9,114.
Applications are invited from qualified and experienced Careers Officers for the post of Careers Officer with a special responsibility (Employment and Training) based at Cheltenham.
Further details and an application form may be obtained from the Chief Education Officer, Personnel Division, (N72), Shire Hall, Gloucester or telephone Caroline Herbert on Gloucester 21444, Ext. 318.
Closing date 7 June 1985.
Gloucestershire County Council is an Equal Opportunities Employer. (10808) 460000

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Nelson

ASSISTANT MARKETING MANAGER
OVERSEAS DIVISION

Applications are invited for the post of Assistant Marketing Manager in the Overseas Division.

The successful applicant will report to the International Marketing Manager and will be responsible for the marketing of the UK Primary and Secondary lists in all international markets, as well as undertaking specific administrative responsibilities within the Division.

Applicants should be able to demonstrate their ability to maintain a sound administrative function as well as the potential to sell the appropriate lists in the market place.

An attractive salary will be offered, commensurate with the candidate's experience and qualifications.

Applicants should apply in writing to:
Carol Baylis
Thomas Nelson and Sons Ltd
Nelson House, Mayfield Road
Walton-on-Thames, Surrey, KT12 5PL

International Voluntary Service

TEACHERS FOR MOZAMBIQUE

IVS is recruiting volunteers for the following posts:
Primary school teachers for Kindergarden, EFL, art, remedial, general teaching posts. Secondary school teachers (to O level): EFL, maths, physics, chemistry, biology, geography, french, art, drawing, music, history, drama and social science (to A level)
Posts are at the International School in Maputo. Successful applicants will be posted from January 1986. Two years post qualification experience required.
2 year contract including modest living allowance and flight. Regret not funding for dependants. Applicants must be residents of the UK or Ireland.
For further details send short c.v. and large s.a.e. to Ros Garringe, Dept TS14 International Voluntary Service, 53 Regent Road, Leicester, LE1 6YL.

SAUDI ARABIA

TEACHERS — TEFL

Married couple — Instructors in the English Language Department of the Al-Sudairy Foundation in Al-Jouf.
Duties: — Teaching English, at mainly beginner level (with some intermediate and advanced students), up to 20 hours per week.
Qualifications: — Candidates must be in the age range 25-40 years (no accompanying children) both should hold degree, TEFL qualification and followed by a minimum of 3 years English (TEFL) teaching experience — experience of teaching Arabic beginners advantageous.
Salaries: — each SR 5,000 per month, with annual increments, local transport allowance SR 600 per month, in addition bonuses as applicable. (£1 = SR 4.8 approximately).
Benefits: — Free furnished accommodation, medical insurance, leave (paid) 8 weeks per year plus tickets, local holidays and a baggage allowance of SR 2,000 on first appointment.
Contract: — Initially 1 year, commencing late August 1985, thereafter renewable annually.
Closing date for applications 25 June 1985.
Please send C.V.'s to:—
Al-Sudairy Foundation, c/o Suite 1, 4th Floor, 1 Great Cumberland Place, London W1H 7AL. (18065)

Teachers
A married couple for the Middle East

Here is an interesting and unique opportunity to gain experience in an overseas environment.
You will be required to teach the children of British expatriate families employed by a major European contractor in Riyadh, the Royal Capital of Saudi Arabia.
Two plus years' primary school experience necessary. One teacher is required for 3-5 year olds and the other for children in the 7-8 year age group. Subjects to include French language, music and art.
Excellent free accommodation and recreational facilities are offered together with generous tax free salaries, free medical/accident insurance coverage etc.
Please send full details quoting Ref. 64C/TES
Webb Whitley Associates Limited, International Recruitment Consultants, 45 High Street, Kensington, London W8 5ED Tel: 01 937 6586.
Webb Whitley Associates Limited

PAPUA NEW GUINEA
INTERNATIONAL EDUCATION AGENCY

TEACHING POSITIONS 1986

Applications are invited from suitably qualified teachers for positions in International Curriculum Primary and High Schools in Papua New Guinea to commence late January 1986.
In High schools, teaching positions exist in all subjects. Senior positions available in computer studies in high school with 14 BBC computers connected by Econet.
Conditions of service include 3 year contracts, gratuity, leave fares and educational allowance.
Salary range K19,280 P.A.
(Exchange rate K1 = UK .77)
Short listed applicants will be interviewed in London.
Applications to: Education Secretary, International Education Agency, P.O. Box 8974, Boroko, Papua New Guinea. Telephone: 253814 (BH); 258361 (AH). Tlx: NE23052.
Applications close 30th June 1985. (18051)

JORDAN
INTERNATIONAL COMMUNITY SCHOOL
Amman

(A multi-national English medium School for 250 boys and girls aged 4-13 years.)
Required for September 1985 a Teacher of MATHEMATICS for children of Middle School age. A knowledge of Computer Sciences will be an added advantage.
Preference will be given to suitably qualified applicants with appropriate experience who have worked overseas previously.
The initial contract will be for two years (until July 1987).
Salary will be based upon the Burnham Scales plus Inner London Weighting plus 30% overseas allowance.
Free furnished accommodation, a return air fare, medical cover, a clothing allowance, superannuation etc. are all included in the contract.
It is hoped that interviews will take place in early July in London and those teachers returning from other overseas posts are most welcome to apply.
Applications plus a full c.v., open references, a recent photograph and the names of two confidential referees should be sent to the Headmaster, The International Community School, P.O. Box 2002, Amman, Jordan. (18056)

MINISTRY OF DEFENCE
Service Children's Education Authority

Senior Teaching Appointments
In North West Europe for January 1986

The Ministry of Defence invites applications from suitably qualified and experienced individuals for the following posts in West Germany which are to be filled from the spring term 1986, if possible.

Headteacher
Dalton Middle School (Group 5)

A suitably qualified and experienced teacher is required for this School catering for 9-13 year olds. The school is situated on the outskirts of Dusseldorf on the Rhine. The school was purpose built in 1974 and currently has a role of 300 pupils.
The teacher appointed will be expected to show a commitment to Middle School ethos and philosophy as developed over the years, whilst at the same time showing an awareness of likely curricular development in the late 80's.

Deputy Headteacher
Victoria Primary School Dortmund (Group 5)

An experienced teacher is required for the Deputy Headship of this primary school which consists of 2 units of open-plan and 2 units of traditional design. Candidates, although expected to take responsibility for a major area of the curriculum, must be willing to be involved in all aspects concerning the professional development of the school.
There will be a full time responsibility for a junior class in addition to administrative duties. At present the school has a roll of 58 children and a staff of 15. An ability to drive would be preferable.
For all posts, Salary is in accordance with the current Burnham scales. In addition, the London Area Allowance currently £2,115 per annum is payable. Foreign Service Allowance. A tax free allowance is payable. Superannuation - normal rights are safeguarded. Accommodation is provided rent free or an allowance towards the rent is payable. Duration of Engagement - initially for a period of 3 years.
All applicants should be normally resident in the United Kingdom.
Applicants should note that teachers do not normally serve in Service Children's Schools abroad after the academic year in which they reach the age of 50 and, therefore, the preferred age is under 47 at the commencement of the engagement.
The Civil Service is an equal opportunities employer.
Requests for an application form and further details about these posts should be made to:
Ministry of Defence
CM(S) 1d3
Room 343
Lacon House
Theobalds Road
London WC1X 8RY
or by telephone on 01-430 6504
The closing date for completed application forms is Friday 21 June 1985. (18150)

BOROUGH DEVELOPMENT DEPARTMENT
INSET has a vacancy for an

Information and Advice Officer
£9,780–£10,362 (Scale 6)

INSET (Information and Advice Network on Southwark Education and Training) operates a shopfront advice centre on education and training for adults, situated in Peckham's busy Rye Lane.
Persons wishing to apply for this post should have had experience in interviewing and should be familiar with the post-school education and training system. They should also be able to demonstrate that they can work on their own initiative and as part of a small team. Among others, one of INSET's main target groups is the black community and it is desirable that applicants have skills/experience relevant to this aspect of the work.
Salary figures are inclusive of £1,248 London Weighting.
Southwark is an equal opportunity employer. Applications are welcome from candidates regardless of sex or ethnic origin and from registered disabled persons.
Telephone 01-701 2870 (24-hour answering service) any time for an application form, or write, on a postcard, to: The Personnel Officer, London Borough of Southwark, 25 Commercial Way, London, SE15 6DG.
Please quote ref. TES/4/5470 and job title. Last date for receipt of completed Application Forms: 21.6.85. (18147)

Southwark a London borough

Temporary Careers Officer
Scale 6 £8,532 - £9,114 p.a.
plus £1,017 (L.W. and Supplements)

A qualified Careers Officer is required for this temporary post in Willesden Careers Office for up to one year to cover the absence of the permanent post holder on maternity leave.
The person appointed will undertake the full range of Career Officers' duties as part of a team working in the southern half of the Borough.
Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex HA9 9BR returnable by 21st June, telephone 01 903 0371 (24 hour Ansafone service.).
Reference number E/675 must be quoted. (18100)

London Borough of
BRENT *Brent is an Equal Opportunity Employer. Job sharers welcome.*

Vocational Training Council
HONG KONG

The Council, established in 1982 as a statutory body with the broad objectives of developing technical education and industrial training in Hong Kong invites applications from suitable persons for the following post.

Lecturer (Graduate)
(Optometry)

Qualifications: (a) a degree in optometry/physics/mechanical engineering/production engineering from a Hong Kong or British University, AND (i) a diploma in education plus 4 years' relevant post-degree experience; OR (ii) 6 years' relevant post-degree experience; (b) corporate membership of an appropriate recognised professional institution; OR (c) (i) fulfilled the academic requirements for corporate membership of an appropriate recognised professional institution, OR (ii) a relevant technical qualification PLUS 7 years relevant post-qualification experience in either case. Post-degree/qualification experience must include 3 years of lens manufacturing experience.
Duties: To teach Post Form 5 course students in the Technical Institutes on optical subjects such as optical tool design, materials, optical science etc and to take charge of the Optical Study Programmes.
Conditions: The post attracts a monthly salary of HK$8,625-HK$12,460 (£1=HK$9.74 as at 14 May 1985 but this is subject to fluctuation) depending on qualification and experience. The appointee will be offered a contract of 2 years inclusive of leave. He will be given terminal gratuity at 25% of basic salary upon satisfactory completion of the agreement. Fringe benefits include leave and passages, housing, medical and dental treatments, children's education allowances and school passages.
For further information and an application form, write to Hong Kong Government Office, 6 Grafton Street, London W1X 3LB, quoting reference APPT/VTC/O. Closing date for acceptance of completed application forms: 21st June 1985.

ADMINISTRATION LOCAL EDUCATION AUTHORITY

London Borough of BRENT *Brent is an Equal Opportunity Employer. Job sharers welcome.*

Adviser — Multicultural Education
Soulbury H/T Group 9 £15,792 - £17,112
p.a. plus £1038 London Allowance

Applications are invited from experienced teachers for the post of Adviser, Multicultural Education. The successful applicant will be expected to show a clear awareness of the needs of in-service training work and curriculum development in relation to anti-racist multicultural education, as well as some experience of administration. First hand experience of the needs, problems and concerns of black ethnic communities will be of positive advantage to applicants.
She/he will be responsible for extending and expanding work in promoting the anti-racist multicultural educational policy in the Authority's schools, colleges and educational institutions. The post holder will have the ability to guide and encourage colleagues and teaches to develop and promote an anti-racist perspective in their work.
This post is NOT suitable for job sharing.
Application forms and job descriptions from the Personnel Division, Room 1, Brent Town Hall Annexe, Kings Drive, Wembley, Middlesex HA9 9BR returnable by 21st June. Telephone 01-903 0371 (24 Ansafone service). Reference number E/735 must be quoted. (18099)

County of Cleveland

EDUCATION DEPARTMENT

Adviser — Science
(Temporary Contract)
£14,664 – £15,963 Soulbury
Head Teacher Group 8

As a result of the secondment of the present post holder to lead a national evaluation project, this post will be available for three years from 1st September, 1985.
In addition to current and specialised experience of science education, a breadth of educational vision is looked for in relation to general support work in primary and secondary schools.
Application forms and further particulars available from the County Education Office: Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel: (0642) 248155 Ext. 3093), to whom completed forms should be returned by 14th June, 1985.
We are an Equal Opportunities Employer. (18048)

Assistant Director of Education
(Educational Establishment)
£17,295 – £18,831
(75% Chief Officer Scale)

This vacancy has arisen following the promotion of John Marsden to Chief Education Officer in Sefton.
The post holder is responsible for the day to day management of schools and further education provision. This is one of three Assistant Director posts in the Education Division, each of which reports directly to the Director of Education.
Application forms and further particulars are available from: A.L. Wilson, Chief Executive, Town Hall, Stockport SK1 3XE or by telephoning R.A. Harvey on 061-480 4949 ext. 3207. Closing date: 21st June 1985. (18122)

STOCKPORT
An Equal Opportunities Employer

EDUCATION DEPARTMENT

Principal Careers Officer
Salary Range PO2 (£11,259 – £12,243)
plus London Weighting.
Casual Car User Allowance.

Applications are invited for the post of Principal Careers Officer to lead the Careers Service in succession to the present postholder who is retiring. The principal officer is responsible for the provision of vocational guidance to young people in schools and colleges throughout the Borough. It is hoped to make the appointment from 1st September 1985.
Further details and application forms can be obtained from the Chief Education Officer (FE/PCO), Town Hall, Barking, Essex, IG11 7LU, or phone 01-594 3880 Ext. 318.
Completed application forms to be returned not later than 17th June 1985.
London Borough of (18137)
BARKING and DAGENHAM
an equal opportunity employer

EDUCATION DEPARTMENT

CAREERS OFFICER
Scale 3 £6,579 - £7,077 or
Scale 4 £7,212 - £7,986 or
Scale 5 £8,181 - £8,919 inc. p.a.

Starting salary subject to qualification and experience.
We seek a qualified and preferably experienced person for the Advice and Guidance Team which is situated at Richmond Tertiary College, with whom there are close working links.
The post presents an unusual opportunity to work equally with school pupils and further education students of all abilities following CSE/GCE courses and a wide range of vocational courses.
For an informal discussion contact Hugo Briggs 01-891-0761.
Form and further details from Non-Teaching Personnel Section, Education Department, Regal House, London Road, Twickenham TW1 3QB (01-891-1433, ext. 265) closing date 14th June, 1985.
London Borough of
RICHMOND UPON THAMES
(an equal opportunity employer) (18093)

Administration General

KENT
GENERAL ADMINISTRATION SCHOOL WAGES CLERK/ ADMINISTRATIVE ASSISTANT
Required from 1st August for Independent School.
Applications to The Headmistress, Holy Trinity Convent School, 81 Plaistow Lane, Bromley BR1 3LL. Tel. 01-460 1713. (366151 500000

OXFORD
DORSET HOUSE SCHOOL OF OCCUPATIONAL THERAPY Oxford
WELFARE OFFICER
Full-time duties include assistance with students' lodging and health problems; responsibility for School's domestic arrangements, including staff supervision. Car owner essential. One bedroom flat available. Salary according to experience.
Written applications to The Bursar, 59 London Road, Headington Oxford OX3 7PE. (041111 500000

Adviser
(Microelectronics and Mathematics in Education)
£11,782

The British Council, a worldwide educational and cultural organisation, is looking for someone with experience in microelectronics in education and mathematics education to monitor development and manage its activities in these fields. The Adviser will be expected to be familiar with UK resources at school and further educational level and in teacher education and to provide up-to-date information and advice on curricula, hardware/software and other teaching materials, training courses, facilities and consultancy services to staff in the UK and overseas. The postholder will also manage relevant revenue-earning and aid-work projects and will contribute to internal and external publications.

Applicants must have a British degree in a relevant subject area, preferably in mathematics or computer science. A postgraduate qualification in education, teacher training experience, and recent involvement in curriculum development projects are desirable

One or two year contract. Salary on appointment £11,782 including London Weighting.

For further details and an application form to be returned by 5 July write or phone quoting E/3 to Personnel Management Department, The British Council, 65, Davies Street, London W1Y 2AA, tel. 01-499 8011 ext. 3191 or 3586.

The British Council is an Equal Opportunities Employer

The British Council

Science Education Adviser
£11,782

The British Council, a worldwide educational and cultural organisation, is looking for an adviser with suitable qualifications and experience to head its advisory section on science education. The section maintains up-to-date information on British resources in science education and develops contacts between these and their overseas counterparts. The person appointed will also provide professional support for aid-funded personnel in key appointments overseas.

Applicants must have a British degree in a science subject, an educational qualification and UK and overseas work experience in science education at school and preferably also tertiary level. A higher degree and wide experience of overseas and UK science education are desirable.

One or two year contract. Salary on appointment £11,782 including London Weighting.

For further details and an application form to be returned by 5 July write or phone quoting E/2 to Personnel Management Department, The British Council, 65, Davies Street, London W1Y 2AA. Tel: 01-499 8011 ext. 3191 or 3586.

The British Council is an Equal Opportunities Employer.

The British Council

MONMOUTH SCHOOL, MONMOUTH, GWENT NP5 3XP

The Governors of Monmouth School invite applicants for the post of

BURSAR

The successful candidate should be between the age of 35 and 50 and should be a man of considerable financial and administrative experience. He should be available to take up the post on September 1st, 1985.

Further particulars may be obtained from the Clerk to the Governors, Monmouth School to whom applications should be made. These should include full curriculum vitae, names of two referees and a large SAE. Closing date for applications 22nd June, 1985.

(18054)

THE PEPER HAROW FOUNDATION

THORNBY HALL – NORTHAMPTONSHIRE
A DIRECTOR

is required to transform this historic private Manor House into a very special school for emotionally disturbed children of secondary school age. It will be a registered charity and a full member of the Peper Harow Foundation.

This post offers an exciting and creative opportunity to develop and apply new ideas in treatment and education; on appointment, the Director will be involved in the planning, staffing and material development of the Community.

Applicants should have experience of working with disturbed children. They should have understanding and preferably have had some experience of the application of psycho-dynamic ideas in the residential setting and they are likely to have held posts in a senior capacity in one of the helping professions.

The salary scales and conditions of service will recognise the required level of effort and creativity, of management skills and of experience.

Please write for further details and application information to: The Executive Director, The Peper Harow Foundation, 14 Charterhouse Square, London EC1M 6AX.

(18036)

CHIEF ADMINISTRATIVE OFFICER

The London Borough of Enfield will establish a new college of further education on 1st September 1985 based in part on the existing courses offered by the Edmonton College of Further Education but with a wider role than the existing college which it will replace.

The Chief Administrative Officer, together with the Principal and Vice Principal, will have the central executive responsibility for the College including general management, finance, external relations, staffing and allocation of resources. The Chief Administrative Officer will be responsible for the planning and implementation of the transfer of administrative, clerical and other ancillary support services.

Candidates should have a proven record of successful administrative and management experience; an ability to motivate colleagues; qualities of thoroughness and diligence and some knowledge of further education would be an advantage.

The post is graded POE on a salary scale of £11,259 to £12,243 plus £657 per annum London Weighting.

Further information and application form available from Education Establishment Section, P.O. Box 56, Civic Centre, Silver Street, Enfield, EN1 3XQ. Telephone 01-366 9366.

Closing date for receipt of applications: 14th June 1985.

(18077)

London Borough of Enfield

An Equal Opportunity Employer

Educational Psychologists

LONDON
Inner London Education Authority
SCHOOLS PSYCHOLOGICAL SERVICE
EDUCATION PSYCHOLOGIST (Grade A/I) (Two Posts)
Salary Range £10,950 – £13,803 – plus £1,419 London Weighting Allowance.
Two posts are available for recently qualified educational psychologists to work in Greater London. One involves duties in a Regional Resources Centre for Boys run by the London Borough of Southwark; the other involves general EP duties in the Lambeth area.
Preference will be given to candidates who demonstrate that they are able to respond to children's needs in multi-racial and multi-ethnic and multi-lingual communities. The Authority has declared its commitment to equality of opportunity in the recruitment and promotion of black people at all levels of the education system. (ILEA Policy for Equality Incr).
Applicants should have a Master's degree in psychology, teaching experience, and post-graduate training in educational psychology. Appropriate induction opportunities will be provided for those appointed, particularly suited applicants who have recently qualified. Suitable for Job-Share.
Application forms and further details are available from the Personnel Section (EP), Room 135, Education Establishment, London SE1 7PB. Please enclose a SAE. Closing date for the return of completed application forms is 5 June 1985.
ILEA is an Equal Opportunities Employer. (01-633 3600)

All advertisements are subject to the conditions of acceptance of Times Newspapers Ltd, copies of which are available on request.

Social Services

HUMBERSIDE COUNTY COUNCIL
SOCIAL SERVICES DEPARTMENT
'THE NEIGHBOURHOOD APPROACH'
Required as
ASSISTANT PROGRAMME DIRECTOR (TRAINING)
RASC Scale – Grade 11 Pts 45 to 48 £12,213 to £15,042
To be engaged in a new and original approach to delinquency management in the
HULL INTENSIVE TREATMENT SCHEME (H.I.T.S.)
The scheme has a base in the Castle Hill Area Regional Community Home, Wellburn, North Yorkshire, which, whilst maintaining some traditional care facilities and housing a secure unit by the end of 1985, will be supported by two Centres in the City of Kingston-upon-Hull. H.I.T.S. is being designed to provide a wide range of alternatives to custody and care for young offenders, both boys and girls. The Scheme will have roots in Humberside's policy of promoting and establishing care in the community by reducing the need for children and young people to have to be removed for prolonged periods from their homes and immediate environment.
The scheme will be developed in the lines of 'Correctional Curriculum' programmes and the postholder will make a major contribution in establishing systems and facilities to accommodate individual children. A direct responsibility will be the management of the teaching staff engaged both in the Regional Community Home and the project in Hull. The person appointed will need to be totally committed to the philosophy presented, their previous experience will be considerable, enabling her/him to manage, influence, train and support staff within the scheme.
A teaching qualification is essential, and either a social work qualification or a social work background is very necessary.
If you can meet what will become your greatest professional challenge, we want to hear from you.
Glyn Owens, the Programme Director, is available to comment and elaborate further – contact him on 065-381 432.
The interviews are to be held on a two day basis on 20th and 21st June 1985 therefore all application forms must be returned by 17th June 1985.
Application forms and job descriptions are available from The Director of Social Services, Personnel Section, Phoenix House, Grovehill Road, Beverley or by telephone Sue Nosseder or Sandra Wealleon (0482 887811, Ext. 201. (041121) 520000

LAB TECHINICIAN
Full-time Lab Technician required to accumulate for maintenance and practical preparation of Chemistry, Biology and Physics labs for GCE O and A level students. Preference will be given to candidates possessing the relevant qualifications (in ONC/OND, B/Tec certificate, in Science). Salary range £6,000–£8,000 p.a. according to qualification and experience.
Letters of application and CVs should be sent to: Director of Studies, Lansdowne Tutors, 9 Palace Gate, London W8 5LS. (10182) 560000

NEWHAM
LONDON BOROUGH OF NEWHAM
MULTICULTURAL/ANTI-RACIST EDUCATION SUPPORT TEAM Scale of post: 2/3
Required: January 1986 or as soon as possible.
Teacher to work with the anti-racist/multicultural education team. Experience of teaching in multi-racial schools essential. First hand knowledge of other cultures/languages an advantage. Team members are expected to contribute to In-Service Education.
LONDON ALLOWANCE £1,058 in this and related areas.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 11th June 1985.
Education Office, 379/383 High Street, Stratford E15 4RD.
An Equal Opportunity Employer. (10170) 560000

NOTTINGHAM
COLLEGE OF EDUCATION
Clifton
Members of the staff and student body of the former college are cordially invited to attend a Dinner and Dance on 13th July, 1985 at Clifton to mark the 35th Anniversary of its founding.
Further particulars are available from Prof. W. Maddibrook, Trent Polytechnic, Clifton Hall, Clifton Village, Nottingham NG11 8NJ. (11408) 660000

TWO IN-POST TEACHERS are required on a consultancy basis, one from a primary and one from a secondary school with an interest in health and education and the implementation of the 1981 Education Act. The appointments will be on a fee and retainer basis. Letters please to Mrs Patricia Seaven, Editor, Health at School, 8, Edsall & Co. Ltd., 184 Belgrave Road, London SW1V 2BE. (10185) 560000

Miscellaneous

YMCA INITIATIVE IN DRUG ABUSE

NATIONAL CO-ORDINATOR

For more than 140 years the YMCA has consistently innovated programmes to meet changing social needs. In 1984 because of the growing concern about the rapid increase in drug and solvent abuse an investigation was carried out to ascertain ways of dealing with the problem. This has already resulted in new programme and resources including a video/film with Lenny Henry playing the leading role.

To continue and develop this challenging work we need a person with the ability to work hard and to be effective in fulfilling objectives to create new initiatives, stimulate others to develop advice, counselling and educational services.

The successful candidate will be the key person in a series of initiatives to be taken with unemployed young people, in schools, in youth clubs, in the training of full time and voluntary leaders and in a variety of outreach programmes at many of our 200 local centres throughout the country.

If you have a christian commitment in accordance with the Aims and Purposes of the YMCA and a determination to fulfill the role, act as a reference for a Movement in touch with nearly 700,000 young people then apply to: Sam Johnston, National Council of YMCAs, 640, Forest Road, London, E17 3DZ.

(18058)

Bedford English Study Centre invites applications for the post of Development Manager

Responsible for all aspects of marketing and sales for existing ELT courses and existing new developments in the broader training field. The successful candidate will probably have a background in one or more of the following areas:-

Teaching English as a foreign language, training, marketing, public relations, consultancy work.

The duties of the post will cover all aspects of promoting the centre's work and involvement in planning new types of courses.

Starting date 1st July 1985, or as soon as possible thereafter.

Salary from £10,000 plus per annum, according to experience and qualifications.

Further details from: M.H. Foden, Bursar, 14, The Crescent, Bedford MK40 2RU. Telephone Bedford (0234) 64161.

(18123)

Audio Visual Aid Technician
The Police Staff College, Bramshill

The Home Office has a vacancy for an audio visual technician graded at Professional and Technology Officer Grade III at the Police Staff College. The pay and conditions of service are good with a secure future.

DUTIES
The successful candidate will be responsible to the Head of the Audio Visual Unit for ensuring that the CCTV and Sound Studios are functioning satisfactorily and for providing CCTV and sound facilities to the Directing Staff and course members. Duties of the post will include maintenance and administration of colour equipment. Knowledge of Sony-U-Matic and VHS equipment is desirable.

QUALIFICATIONS
Applicants must have at least City and Guild Part II (or equivalent, such as ONC) in a relevant subject (ie Engineering, Radio and Television); together with an aggregate of at least 4 years' preferably 5 years' recognised training (eg apprenticeship) and experience which may include up to 3 years' relevant full-time study. Candidates with an equivalent level of qualifications and experience will also be considered; they should have had some experience of a CCTV studio and location (preferably colour) and some knowledge of video editing procedures.

SALARY AND CONDITIONS OF SERVICE
Salary starts at £7,485 rising to a maximum of £8,674 (currently under review). The working week is of 42 hours including lunch breaks. The annual leave is 4 weeks, 2 days, rising to 6 weeks after 25 years' total service.

Interested? For further details and an application form (to be returned by 25 June 1985) please write to: Miss J Luff, Home Office, Abell House, John Islip Street, London SW1 or telephone on 01-211 6717.

Applications from registered disabled persons will also be considered.

THE HOME OFFICE IS AN EQUAL OPPORTUNITIES EMPLOYER.

Home Office

Education
Youth Service

AREA YOUTH WORKER
NORTH BEDFORDSHIRE

Applications are invited from people with substantial and varied Youth work experience to join a team of 10 professional Youth workers and will be required to contribute to the service, in a variety of roles, throughout the Area.

Salary JNC Range 3, 4–8 £8,595 – £9,651.

Details and application forms from: The Chief Education Officer (Youth Service) County Hall, Bedford or telephone Bedford 63222 (ext: 359 Mrs Goodwin).

Closing date: 10th June 1985.

Social Services
Teacher of PE and Games

An experienced teacher required for September 1985 or as soon as possible thereafter at Houghton Lodge School, Ampthill. The School takes children in care for assessment and long term education.

Salary Burnham Scale 1, plus Special School Allowance.

A Scale 2 could be available for an energetic, dedicated person with a firm but caring approach, willing and able to undertake responsibilities in the School.

For further information, telephone Mr Eldred, Ampthill 402489.

For an application form, write on a postcard to the Director of Social Services, County Hall, Bedford.

Closing date: 7th June 1985.

The Council is an Equal Opportunity Employer (17998)

Bedfordshire
A Nuclear Free Zone

Training Officer – Pharmaceutical Research
£13,000 – £18,000 inclusive
Can you afford to miss this opportunity?

We are Britain's leading pharmaceutical research organisation employing over 1800 R & D staff, many having first or higher degrees.

We place great importance on providing effective training to our staff at all levels and our Training Unit currently runs a variety of management, communications and technical training courses specifically designed to meet their needs.

In order to strengthen and expand our training activities, we wish to appoint another Training Officer at our Greenford site. In addition to playing an active part in the above courses, you will have special responsibility for developing and running systematic computer and related training for non-computing staff throughout the Company.

If you are a teacher (ideally with a science degree) with at least 5 years postgraduate experience and wishing to develop your interest in open learning and computer based training, the post will provide you with a unique opportunity to embark on an industrial training career. You will receive an individually designed training programme to meet your own needs.

As you will also be required to train staff at our other site at Ware, Hertfordshire, a clean driving licence is essential.

The Company offers excellent conditions of employment, including a non-contributory pension scheme, subsidised restaurant and a thriving sports and social club. You could expect to receive a salary in the range above which is inclusive of a profit sharing bonus. Generous assistance with relocation will be given in appropriate cases.

If you would like to take up this opportunity, then please send a C.V. or brief details of your career to date to Roger Jones, Senior Personnel Officer, Glaxo Group Research Ltd, Greenford Road, Greenford, Middlesex UB6 0HE, quoting reference 584, or telephone John Timewell, Company Training Officer on 01-422 3434, extension 2575, for an informal chat.

Glaxo *Group Research Ltd.*

DEVELOPMENT TRAINING

Applications are invited for two new posts in an expanding, innovative, Bristol based company engaged in apprentices and management training.

Successful applicants will be dynamic personalities not afraid of hard work, capable of working in an industrial setting as well as an outdoor/residential setting

PROJECT MANAGER

Responsible for the day to day running of an apprentice training project. Applicants should be:

- Over twenty five
- have some youth work/training experience
- have some experience of industry
- have one or more outdoor skills backed by national qualifications
- have a driving licence

Starting Salary: c. £8,000 plus car.

TRAINING STAFF

To work as part of a team in the running of residentials and to support project work. Applicants should be:

- Between 23 and 30 years old
- have a broad base of experience in outdoor activities backed with national qualifications
- possess a full driving licence
- some experience of industry/industrial training desirable although not essential

Starting Salary: *c.* £5,500 p.a.

Applicants should be prepared to make themselves available for interviews on Sunday 16th and Monday 17th June 1985.

Applications in writing before Friday 14th June to: Development Training Ltd., 68 Oakfield Road, Clifton, Bristol 8.

(18148)

Regional Development Agent
for Further Education Unit
Yorkshire & Humberside
Up to £17,489 (under review)

As part of the PICKUP (Professional Industrial and Commercial Updating) Programme, the Further Education Unit wishes to appoint an Agent to develop post-experience vocational education in universities, polytechnics and colleges. He/she will build upon existing PICKUP developments in the region at a time when PICKUP is expanding Local Collaborative Projects involving educational Institutions and Industry; FE/HE Marketing; and further PICKUP curriculum development.

Applicants should preferably have experience of industry and/or commerce, and of FE/HE – ideally including career vocational education. They must also possess a current driving licence as considerable travel will be necessary.

Starting salary will be within the range £12,895–£17,489 (under review). This appointment, based in Leeds, will be for a period of 3 years up to September 1988. Secondment arrangements may be preferable.

For detailed information and an application form, to be returned by 14th June 1985, please ring 01-934 9431. Or write to: The FEU/PICKUP Co-ordinator's Office, Room 5/34, Elizabeth House, 39 York Road, London SE1 7PH.

PICKUP

APPLICATIONS ARE INVITED FOR THE FOLLOWING VACANCIES:

REQUIRED FOR 1ST SEPTEMBER, 1985:

DUFFRYN COMPREHENSIVE SCHOOL, NEWPORT (11-18)

HEAD OF TECHNICAL STUDIES

Well qualified and experienced teacher required to head a team of 5 full-time specialists. The successful applicant will be expected to be responsible for a wide range of relevant subjects including graphic communications, and possibly C.D.T. to 'A' level, as well as having recent experience of current developments in modern technology. Scale 3 for suitable candidate. Forms to be returned to the Headmaster.

PENYCWM SCHOOL, BEAUFORT, EBBW VALE

ASSISTANT TEACHER

Required for pupils aged 2 to 19 with severe learning difficulties. Special education experience and/or qualification desirable. Scale 1 plus S.S.A.

DEIGHTON PRIMARY SCHOOL, TREDEGAR

ASSISTANT TEACHER

to take charge of a small class of primary aged pupils with visual impairments. Qualification as a teacher of the blind will give candidates preference. Scale 1 plus S.S.A.

Application forms and further information when available are obtainable from the Director of Education, Staffing Section, County Hall, Cwmbran, Gwent, NP44 2XG, on receipt of stamped addressed envelope to whom they should be returned (unless otherwise stated) by: 14th June, 1985.

Gwent County Council

(18061)

MISCELLANEOUS continued

Looking for higher rewards for your teaching skills? ...join Legal & General as a TRAINING OFFICER

c.£11,500 + car + benefits **Croydon/Kingswood, Surrey**

If you're a graduate, qualified teacher looking for a change of career, this opportunity with Legal & General could prove an interesting, rewarding vehicle for your skills.

You will join our Training Department which provides a comprehensive range of professional training courses, designed to prepare our expanding direct sales force to provide a high standard of professional service to the public.

Although previous training experience and/or knowledge of the insurance industry would be useful, what is most important is your teaching ability.

Legal & General is one of the biggest, best-known and most respected insurance companies in the world. Our excellent benefits package includes company car, non-contributory pension scheme, preferential mortgage rates and LV's. Relocation assistance will be available, if necessary, for suitable applicants.

Please send a full CV or write for further information to:
R. L. Easter, Training Manager, Legal & General Assurance Society Ltd., Grosvenor House, 125 High Street, Croydon, Surrey CR9 3UA.

Financial Consultancy Services Legal & General

Heinemann Educational Books

Science/Maths Desk Editor

Do you have a background in Science/Maths at degree level, and some teaching experience?

As desk editor in our UK Schoolbooks department, you would be responsible for guiding books through from manuscript to reprint. To fit our team ideally, you will be able to demonstrate a methodical nature, a talent with words and a lively personality.

This job provides an ideal entry into educational publishing, since editorial training will be given as necessary.

Salary will be commensurate with experience and in line with voluntary NUJ/HEB agreement, with a minimum of £7,250.

Apply by letter now, outlining your background and what you feel you can offer us to:

Julia Richardson
Heinemann Educational Books
22, Bedford Square London WC1B 3HH

Examiners

EAST ANGLIAN EXAMINATIONS BOARD

LONDON REGIONAL EXAMINING BOARD

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

Joint O-Level/C.S.E. Examinations 1986

APPOINTMENT OF ASSISTANT CHIEF EXAMINERS FOR ART, DESIGN AND CRAFTS

Applications are invited from practising teachers, or those recently retired, for five posts of Assistant Chief Examiner. Each will be required to visit centres to supervise the work of several teams of Visiting Assessors during May/June 1986. One post will involve responsibility for a central team dealing with work submitted by post.

Details and application forms may be obtained from D.H. Board, M.A., Secretary to the Board, London Regional Examining Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF, to whom the completed application forms should be returned not later than Monday, 17 June 1985. (1764) 680000

MANCHESTER

Joint Matriculation Board

Examinations Council

Applications for the post of Reviser (or Moderator) for the following subjects in the GCE examination are invited from experienced school teachers in the schools and colleges that the JMB examinations concerned.

APPOINTMENT OF REVISERS FOR 1986 GCE EXAMINATIONS

Craft (Design and Practice) (Ordinary and Advanced) Botany. Sculpture and Lettering.

Geometrical and Engineering Drawing (Ordinary and Advanced).

Further information and application forms are obtainable from the Secretary, Joint Matriculation Board, Manchester M15 6EU.

Closing date for applications Friday 28 June 1985. (10304) 600000

Outdoor Education

AN EXCITING OPPORTUNITY for Outdoor Pursuits Instructors to join a young team of staff. For details contact Minerva Outdoor Ventures, Plas Glansefin, Llangadog, Dyfed SA19 9HY. Tel: (0550) 777191. (11675) 680000

CAMP DIRECTORS WANTED

Kids International are seeking TEACHERS etc to manage American style SUMMER CAMPS during the SUMMER HOLIDAYS. You should be energetic, outgoing and capable of motivating and managing a team of young staff. We run residential and day centres (Mon-Fri, 9-5) in London & the S.E. & cater for ages 4 - 16 & also have many other vacancies.

For details Tel: 01-723 5434 or Write to Kids International, 186 Seymour Place, London W1. (04118) 680000

Examiners

MANCHESTER

Joint Matriculation Board

Examinations Council

Applications for the post of Reviser (or Moderator) for the following subjects in the GCE examination are invited from experienced school teachers in the schools and colleges that the JMB examinations concerned.

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SUMMER TENNIS INSTRUCTORS

JULY/AUGUST

Senior and assistant TENNIS INSTRUCTORS required (£135-£190 per week) July 5th - 25th, August 8th - 27th, for non-residential course in Winchester. Must have LTA part 1 or 2. Previous summer course work with European teenagers an advantage.

Write with CV to Thames Valley Cultural Centres, 15 Park Street, Windsor, Berks. (10655) 680000

WORK IN LEISURE

PGL offer opportunities to work with children or families for long or short periods as Centre Managers, Heads of Department, Activity Instructors (outdoor sports, communities, EFL or creative) or Group Leaders at residential activity centres throughout the UK and France.

Brochure and Application Form (please specify your interest) from Mike Hayward, PGL Adventure Ltd., 882 Station Street, Ross-on-Wye HR9 5AR. Tel: (0989) 64811. (10263) 680000

English as a Foreign Language

ASCOT

HEATHFIELD SUMMER SCHOOL

Experienced teachers (preferably EFL qualified) required July 17th for 3 or 6 weeks for residential course for girls aged 10 - 15. Willingness to assist with sports, social activities and residential duties essential.

Please apply with C.V. to: The Director of Studies, Heathfield Summer School, Ascot, Berks. SL5 8BG. (04161) 700000

BOURNEMOUTH

KING'S SCHOOL OF ENGLISH Bournemouth

Require Qualified/experienced Teachers of English as a Foreign Language for adult Summer Course students.

Please apply in writing to the Director of Studies, 58 Bradley Road, Bournemouth BH2 6LD. (10249) 700000

ESSEX

BELL COLLEGE Saffron Walden

This International Residential College provides a wide range of courses in the Arts and Sciences.

General English, English for specific purposes and teacher training. Applications are invited from suitably qualified and experienced teachers for the following permanent post.

Tutor E.F.L. (Ref. 1/EFL/Tutor) (further details are available from Pauline Lee, (07992) 28918 to whom applications accompanied by a full c.v. should be sent to Bell College, South Road, Saffron Walden, Essex CB11 3DP. (04888) 700000

LOOKING FOR A SUMMER JOB?

How would you like to spend this Summer running one of the foremost children's camps on offer in the UK? Camp Beaumont are currently looking for several mature, responsible people for the positions of Camp Directors for their Centres.

Responsibilities revolve around the Camp's organisation, coping with day-to-day problems, liaising with staff and most importantly ensuring that the children have the activity holiday of their lives!

Campers ages range from 7-16 years and there are 3 different programmes to cater for them. Activities range from archery to parascending, from computer programming to canoeing ... over 100 exciting activities in fact to choose from.

Applicants should, preferably, have a teaching background and be available for 2 months this Summer. A sports background would be advantageous.

For further information and an application form, telephone Ryde on (0480) 39764. (10135) 680000

KENT

E.F.L. TEACHERS

Wanted for Summer Period. Qualified and experienced teachers.

Apply with brief CV to The Principal, School of English Studies, 46 Grimston Gardens, Folkestone, Kent CT20 2PP. Tel: (0303) 55061. (10221) 700000

QUALIFIED/EXPERIENCED

Teachers of English as a Foreign Language required in Oxford/Windsor/Ruthy/Colchester/Beckenham/Sudbury/Aldeburgh/Edinburgh. C.V. to Euro-Academy, 77a Cotleigh Road, Croydon CR0 1LD. (25146) 700000

SPAIN

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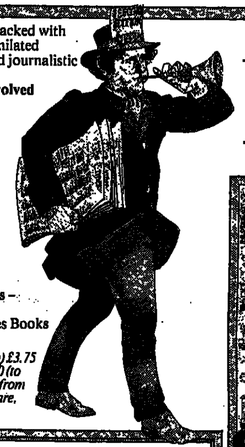

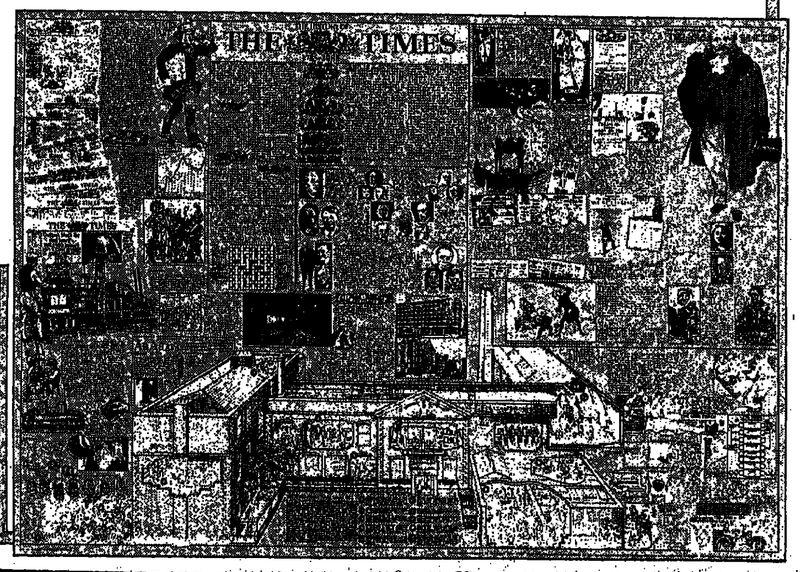

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